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President Robert H. Wright.

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Foreword

IN this world of ours the true teacher is at times a seer, looking into the clear of the to-come and seeing young life with its unlimited latent powers and bespeaking for this young life a future filled full of good, great and glorious achievements. The home, the church and the school, each, places its imprint upon the child, but his adjustment to organized human society ultimately determines his destiny. If the life is so organized that it can grow best while touching the vital points of its social surroundings the result is a well rounded and successful life. So it will be with THE TRAINING SCHOOL QUARTERLY. You are dedicated to the childhood of North Carolina and we pray that you may grow best while feeding the needs of the teachers of our State. May you ever touch the vital points in our public school system in such a way that you may grow as you help to lift up the standards of organized society, never crystalizing yourself and ever preventing our teachers from becoming crystals. May you precipitate thought and may the precipitation be of service to humanity.

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The Training School Quarterly

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Some Modern Tendencies in Education

Robert H. Wright

EVERY system of government, every organization of human society has some philosophy upon which it rests. The educational system of America from its beginnings has rested upon the theory known as Formal Discipline. This doctrine held to the idea that if we learn to memorize poetry the whole memory is strengthened and we can thereby the better remember names or dates. Or if by practice we acquire power through the eye to observe the flowers in the woods that we will be able the better to observe birds or animals, and that the power to attend through the eye sense helps us to attend through the ear sense. If we become a good seer we will thereby become a better hearer. Under this theory the school was a mental gymnasium, and it made but little difference what the student studied just so the subjects exercised his various mental faculties. This theory held that these faculties were general and, if developed, the individual could and would make his specifific applications in his various life demands.

Educational psychology has shown this theory to be false. All learning is definite and specific for each learner and not general. Power is carried over only in so far as the things learned have a common element. Memorizing poetry may not help one to remember dates. The development of the power to attend through the eye may not help one to attend through the ear. The power to see flowers in the woods may not help one to see birds; it may even hinder him in his efforts to see birds.

This of necessity means a shift of interest from subject matter to individuals. Not that subject matter is not necessary, but that it is to be a working tool in the hand of the teacher for the development of individuals. Teachers must study children more, and subject matter must become nothing more than a means to an end; for education is the proper development of human life and not the acquisition of book facts. A person may acquire a vast store of book facts

and not be an educated individual. Development of life, instead of teaching texts, must become the object of the teacher.

There are certain subjects that every individual should master; for they are the working tools in his development—in his education. As I see it there are five of these subjects as follows:

First, Reading. By this I do not mean simply the power to call words but more than that. It is the power to get the thought from the printed page.

Second, Writing. This means more than forming letters, words or sentences. It is the power to express one's thoughts through written language.

Third, Number Work. It makes but little difference what one does in this life there are constant demands made upon him to make some of the simpler calculations found in Arithmetic.

Fourth, History. No human being can adjust himself properly in a Government like ours if he does not know something of our national history and something of our State history.

Fifth and last, Geography. By this is not meant so much place geography as historical and industrial geography; who lives on the different continents, what they do and what they produce.

With these five subjects thoroughly mastered the individual will have the working tools necessary to help him "find himself." If he finds his place in human society then he can take his chosen occupation and master all the working tools necessary to make his life the fullest, richest, and most useful possible. It is the function of the school working hand in hand with the home and the church, to help each to find his place in organized human society and so to adjust himself that he may in deed and truth live the full life.

Our Native Trees and Flowers

JAQUES BUSBEE

An address delivered before the East Carolina Teachers Training School.

HAS the science you are being taught exploded your belief in magic? Do you not still feel a little thrill, a small flutter of the heart when you are in the presence of a Witch Doctor or a Cunjer Nigger or a Medicine Man? Of course you do, and I will tell you what that thrill means, however small. It is a tacit admission on your part that you are in the presence of superior, or rather, special knowledge: a knowledge archaic, a knowledge infinitely old, that knowledge of botany which underlies the whole wonderful achievements of modern medicine. The sole claim to magic of the Witch Doctor is Botany. He knows the woods and fields, the flowers and herbs; and he knows their uses.

How many of you could wander through the woods and fields and pick the simplest medicinal herbs? Nightshade, fox glove, monk's hood, liver wort, lion's tongue; or any of the simple poisons like yellow jessamine, aconite, nux vomica; yet knowing these plants is what constitutes your Witch Doctor.

And yet I take it that few of you would go to a Witch Doctor or a Medicine Man if you were ill. You go to a drug store forgetting that the modern drug store is simply the Witch Doctor made respectable, with his knowledge of botany enlarged, his herbs reduced to tinctures in glass bottles and labeled with botanical names. Nightshade has become *Belladonna,* foxglove is *Digitalis,* liver wort is *Hepatica,* snow ball is *Viburnum,* and monk's hood is *Aconitum.* The names of all vegetable drugs are botanical names of the plants from which those drugs are made. Therein lies the importance of botanical names. The nicknames of plants mean nothing, less than nothing, for should a plant enjoy popularity its names are endless—for instance, *Centaurea Cyanus,* which is variously called bluets, ragged robin, ragged sailor, corn flower, Kaiser-blume bachelor's button, old maid's pink; but when you know that botanically it is known as *Centaurea,* then, whether you be in Greenville, Germany, France or China, *Centaurea Cyanus* can mean but one plant. What, for instance, is milk weed? What is sour grass? Or what is butterfly weed? Dozens of plants have milky juice and a sour taste,

and butterflies do not confine themselves to any one flower. If you call sour grass *Oxalis,* or butterfly weed *Ascepias,* you are at once on solid ground and the plant you referred to beyond question.

The knowledge of botany is the beginning of medicine. The study of botany is the beginning of an appreciation of the visible world in which we live. Can a person be truly called well educated who is ignorant of the marvels of life around him? Above all others, can a farmer who makes his living largely from plant growing afford to be ignorant of plant life and plant breeding? Can he afford to be ignorant of botany, of the laws that govern plant life, and the interrelation of insect and flower? Every one of us knows the laws of animal reproduction, but how many of us can give an intelligent account of—say, the pollinization of corn, or of oak trees, or of water melons? Our ignorance of plant reproduction is still evidenced by our calling Luther Burbank a Wizard, because he is a botanist and plant breeder. And yet the relation of insect and flower is nothing short of miraculous. We know in a vague sort of way that pollen from the stamens must be placed under stigma for a flower to set fruit, but how is this accomplished? By insects, you say. Yes, but how? What are the stamens, what the stigma, and will any insects answer the purpose? Well, hardly. Some plants produce flowers with both stamens and stigma, some plants with stamens only, and some with stigmas only, while others produce flowers with stamens only on one individual plant and flowers with stigmas on other individual plants. And again, could a bumble bee fertilize an oak tree, or could the wind dust the pollen of orchids on their stigmas? Let me give a few illustrations. When the English first began to settle in Australia the red clover they planted grew finely, but set no seed, so that each season seed had to be sent from England. Finally it was discovered that the trouble was with the Australian bee. It was too small and light to bend down the lip of the flower sufficiently to reach the pollen and carry it from flower to flower, so the bumble bee was introduced and the trouble ceased. It required the bumble bee's burly strength to open the flower sufficiently to reach the pollen and produce fertilization.

Do you know that every date you eat has been artificially produced? The date palm is one of those plants I mentioned which produced male flowers (staminate flowers) on one tree and female (pistillate flowers) on another. Some one has said that the date tree to flourish must have its feet in water and its head in a furnace, and for this reason the desert oasis is the favorite spot for the

date palm. Now the oasis in the desert is very limited in extent and to plant sufficient male, or stamen bearing, trees necessary to fertilize the fruiting trees would be a great waste of space and materially curtail the crop; so only a few male trees are planted and the Arabs climb the trees and tie a bunch of male flowers in each bunch of female or pistil bearing flowers and the result is double the crop of dates that would be gathered than if the process were left to nature.

When the Government began experimenting with fig culture in California magnificent crops were produced, but the peculiar flavor of Smyrna figs was lacking. Yet the fig trees had been imported from Smyrna. Then it was discovered that the flavor so desirable was produced by cross fertilizing the cultivated fig with the wild fig which produced bitter fruit. So the wild fig was imported and planted at intervals in the fig orchards, but still no change in the flavor was discernible. Now, the fig bloom, as you know, is invisible, thousands of tiny flowers blooming inside the small green figs, the only opening being the small hole at the end of the fruit which is closed when the fruit is ripe. Again the trouble was the insect. A very tiny fly crawled through the small opening in the green fig carrying the pollen from the wild fig; and, when this little insect was introduced finally to California, then real Smyrna figs were produced.

The experience was the same as the vanilla growing in India. Vanilla (when it is not made from coal tar) is the South American orchid. The vine grew and bloomed magnificently in India, but never set a bean. The particular insect which fertilizes this orchid was lacking. In the case of vanilla fertilization was done by hand with a small camel's hair brush, for naturalizing the insect proved unsuccessful.

In the case of orchids we have the most fascinating plants in the whole vegetable world. They are the most highly developed and specialized flowers on earth, for in most cases they are dependent on some one species of insect for pollenization. Some varieties of orchid would vanish forever if some one insect would die out. Orchids, unlike other flowers, are incapable of self fertilization. Their pollen is not a powdery mass, but waxy granules, so situated that it absolutely requires a certain sized insect to place the pollen on the stigma. And further than this, the flower arrangement is such that the insects under natural condition would always fertilize one flower with

pollen from another flower. The whole subject is so unique that Charles Darwin dignified it with a whole book devoted to orchid reproduction.

And do you know that we have growing wild in our swamps and woods orchids as truly beautiful and wonderful in structure as any that are brought from the tropics and carefully grown under glass? It is needless to name them over now, but if your interest is aroused you will find them. Two of the *Cypripediums,* or lady slippers, the yellow and the pink varieties, suffer nothing by comparison with the rarest hothouse treasures.

It is for Botany that I wish to arouse your interest and indirectly to increase your appreciation of the commonplace, but commonplace no longer when you see it with intelligent eyes. I do not mean simply the Botany of the dissecting room, but sufficient Botany to have you walk abroad with an interest in what is spread out before you and some appreciation of your surroundings. All knowledge is related and any one subject, if pursued sufficiently, carries you far afield, but it seems to me that Botany will teach you more geography and history than you could learn from those studies themselves. Why is it that the scientific names of plants cause so much amusement? The other day a lady asked me the name of a certain small flower in my garden that grows wild in China and I thoughtlessly gave her the botanical name. She was convulsed. I suppose she wanted me to call it "First Breath of Spring," or some such slush, and was perfectly unconscious that the name I gave her not only carried with it the description of the plant, but also a history. For remember, young ladies, that botanical names have meanings, either descriptive, historical, biographical, or they indicate the medicinal qualities of the plants. Poison oak or poison ivy belongs to the sumach family and is therefore called *Rhus Toxicodendron,* tox, as you know, meaning poison.

The first time I visited Roanoke Island I found growing at Fort Raleigh and along the beach of the north end a charming little flower that I took to be one of the Wandering Jew family, which is named for King Charles I's Scotch gardener, John Tradescant. The little plant had large sky blue flowers with two round petals as blue as the eyes of that English baby, the first of our race in America, Virginia Dare.

However, when I looked up and identified the flower I ran across a seventeenth century joke. The plant proved not to be a Wandering

Jew (*Trandescantia*) but a related group named *Commelina* for three Dutch brothers of the seventeenth century, who were great botanists. At least two of them became famous, the third never amounting to much. On close inspection you will find this flower to have one small and inconspicuous petal and two large showy ones, a rather back-handed compliment to the three Commelin brothers.

The name of the sun flower family is descriptive. The *Helianthus* is named from its resemblance to the sun, in Greek *Helios,* the sun, and *Anthus,* a flower. An illustration of a geograpical name is our long leaf pine, *Pinus Australis,* as you know, *Austral* means Southern. We speak of the Austral zone and Australia is the southern continent. Botanical names are pregnant with meaning and once you form a habit of remembering the botanical name of a plant the nickname seems foolish. By knowing the botanical name, might I not say, you then have a family tree?

Two years ago I went through some magnificent green houses in Summit, New Jersey. Growing on a trellis I came upon a vine with exquisite bell-shaped flowers of a soft pink. The plant was totally unknown to me, so I inquired the name. The gardener told me that the plant came from Martinique and was named for Josephine de la Pagerie. And with the magic of that name the girlhood of the French Empress rose before me—her beautiful tropical home at Treis Islet, her marriage to the French officer, Beauharnais, her widowhood, the old black fortune teller who foretold that she would become Empress of the French. And in the public square of Fort de France, the island capital, I saw in vision that white marble statue of the unfortunate woman, forever gazing across the wide Atlantic with a wistful half smile, while the *Royal Palmas* threw over her their harsh shadow as their great leaves moved in the trade winds with a papery rustle.

Just here let me put a question. Why do we grow exotic flowers with such care and turn our backs on our own magnificent wild flowers? All flowers are wild somewhere, at least in their original form. To see American plants given garden room and thoroughly appreciated one must go to Europe. The pride of the Continental gardens is American wild flowers. When the *Kalmia,* or, as we variously call it, laurel, ivy, or calico bush, blooms at Chatsworth, the Duke of Devonshire's estate, the grounds are thrown open to the public who flock to admire our native flowers. You will find our wild asters used for flower beds in the Luxembourg gardens, and also the wild orange,

butterfly weed, (*Asclepias*) given prominent place. And the case is the same with a host of American wild flowers.

Did you ever pass a house with the yard swept as bare as the floor but the porch encumbered with sickly sword ferns, geraniums, fuschias, and begonias in tin cans and boxes? And perhaps across the road and in surrounding fields are countless thousands of beautiful and brilliant wild flowers; plants adapted to our climate and blooming in spite of the heat and drought, plants that would respond to a little care and bloom ten times as well as the poor struggling exotics trying to live in spite of adverse conditions. Only the fence keeps the wild flowers from our yards. Of course I know that a strong human characteristic is the love of the exotic and an utter indifference to what lies at our door.

The study of Botany, I believe, will go far to teach us an appreciation of our surroundings. Among the many things to be learned from the Japanese is the admiration of our native plants. In Japanese gardens one never sees an exotic plant. Their own native flowers have been cultivated for centuries, until the finest flowers in the gardens of the world come from Japan. They even go so far in their ideas of fitness that they hate flowers out of season. Cherry blossoms for early spring, and following in season, come peonies, iris, chrysanthemums; in autumn the maple foliage, and pine and bamboo for winter. In Japanese art, which follows the same artistic intuition, only native plants and flowers are used for decoration. And this Japanese art which has been concerned solely with an interpretation of things Japanese has developed such an enormous individuality, such a unique scheme of decoration, that it has made a world's progress in triumph. Is there not a great lesson in this for us. The greatness in most things is in being different.

Suppose we take an inventory of a few of the wild flowers that grow in our State, and see how they compare with fancy exotics. Let us imagine a garden planted solely in native plants and trees, and let us watch it through a season. We will say that on the outskirts are a few pine trees and growing amongst them are dogwood and red bud. What beauty of arrangement, both as to color contrast and form of growth! In a shady corner are blood root and hepatica, and as an edging to flower beds, *Phlox subulata,* or moss pink, and crow-foot violets. The arbor is a mass of yellow jessamine and coral honeysuckle, or woodbine. In the first half of the summer the pageant is magnificent with *Azalea nudoflora* (pink honeysuckle), Kalmia, and

if your garden is in the mountain or Piedmont section, rhodendron and also *Azalea calendulaceum* or the flame azalea of our mountains. *Halesia,* or the snow drop tree, is more beautiful than orange blossoms, and our wild crab apple with fragrant pink blooms can put the famous Japanese cherry trees in the shade. The beautiful wild iris is *Iris verna* which flowers early and smells like violets, and the tall blue flag which blooms in May, though it grows naturally in water, will do fairly well in the garden. *Coreopsis auriculata,* with large, orange, daisy flowers is very grateful for any attention and blooms so lavishly in a garden that you hardly recognize it as a wild flower. Several of the wild roses are worth giving a place to, for their single pink clusters are fragrant and charming and the red seed apples persist all winter. One of the most beautiful of our native vines is the *Tecoma radicans*—the scarlet trumpet vine. Let no one persuade you that this plant is poison. We judge it unfortunately by the company it keeps, for as a rule it will be found growing with that double dyed villain—poison ivy. But the trumpet vine is as harmless as a cabbage plant. It blooms through a long season in the heat of the summer, is brilliant and graceful and attracts humming birds as nothing else does. I will never forget an automobile trip I took last summer, on account of the wild flowers along the road. So often you hear it said we have no showy wild flowers as they have in Europe or at the North. Most people go to the woods once a year, on Easter Monday, and that explains the saying. Go to the woods every week of the year and you will agree with me that they are wrong. On this trip we traversed Wake and Franklin counties, the roadside was aflame with *asclepias,* wild carrot, and pink roses, trumpet vines choked the trees, climbed the telegraph poles and crowded the fence corners; and along the streams and low grounds, the flat white heads of elder blossoms and the drooping sprays of sourwood gave the needed masses of white necessary to emphasize the brilliant color flung so prodigally abroad. No wild flowers you say! If you doubt it after your trips afield, why then look in a European catalogue. You will find a list that will stagger you.

The great composite family makes its best efforts the last half of the summer. The hearty sunflowers, the goldenrods, the asters are all worthy of garden room, especially if planted in mass. The large purple aster which blooms until stopped by frost, is one of our wild flowers particularly prized abroad. I bought a plant last year from a northern catalogue and never guessed from the extravagant de-

scription that it was the wayside aster that was growing in a nearby field by the thousands. I felt that a quarter was a cheap price to make me appreciate truly what I had looked at casually before.

But I hear you say that wild flowers are so wild, they are so hard to transplant. Suppose you had a rosebush in your garden and you wished to move it. To move it successfully this is what you would do. When it was in full bloom you would pull it up by the roots if you had the strength, cut off none of the top and stick it in a hard, dry place and then wonder why you did not have the "growing hand." Or, would you wait for the autumn when the bush was dormant, cut off two-thirds of the top, carefully dig around it with a spade and then plant it in soft ground, thoroughly enriched and spaded and give it a good watering? Almost invariably, the wild flowers we try to transplant are pulled up by the roots while in full bloom, for we seldom think of them unless we see them in flower and then it is like the gun and the rabbit. When you see the rabbit you haven't a gun and when you have a gun there is never a rabbit. If the spade and the wild flower ever got together the difficulty of moving would vanish. Again remember where your wild flower was growing naturally. Don't expect a marsh plant to flourish in a dry bed, or a plant from the deep shade to luxuriate in the hot sun. Many plants will adapt themselves, but they show very clearly strong preferences in location. And above all learn enough about them to take them up in the dormant season. Many flowers are successfully transplanted while in bloom, or just after, but it must be skillfully done. One of the secrets of transplanting is to cut back the tops, for the roots which are broken and cut off by moving cannot supply sap to the same top in sufficient quantities, and, as you curtail the roots, the same must be done to the branches.

The general rules of landscape gardening are simple in the extreme, and here they are: Plant in mass, leave open space or lawn and avoid straight lines. Plant with a view to contrast, that is to say, contrast in form and contrast of color, and above all, plant in mass. Many plants are inconspicuous when planted in a scattering way, but at once dominant and beautiful when planted in mass. Keep in mind the season of bloom, I mean, what you may expect to have in bloom at the same season. Remember that intervening masses of white will frequently harmonize and quiet very jarring colors that would be impossible otherwise. The matter of contrast is largely personal taste, but let me illustrate. Sycamore trees, with their white

bark and yellow green leaves planted in connection with holly trees emphasize the individual beauty of each, increasing the compact dark green of the holly, the holly by contrast making the pale green of the sycamore more airy and graceful. The blue green of our red cedar is a wonderful contrast to the sourwood tree and in the fall when the sourwood is the most brilliant red of all the trees the effect is hard to beat. I merely offer these as a suggestion, although neither tree is a native, they are both naturalized. I would suggest planting magnolia trees with mimosa for contrast and beauty of form. These trees are characteristics of the South and with their fragrant blossom lend a charm to southern gardens that is distinctive.

But it is merely your interest I wish to arouse, and not to worry you with botanical names and gardening direction. It is the visible world around you that I beg you to look at with new interest and intelligent understanding. Those of you who live in the country are surrounded by a wonderland which pales into insignificance the marvels of "the great white way." The fertilization of flowers is more wonderful than the miracles of electricity, for nature in her simplest forms is always more miraculous than man's greatest mechanical achievements. The joy of life is knowing the rules of life and the peace that passes all understanding is knowledge. The society in which we live requires us to worship God, but with every added knowledge of nature, with every glimpse into the vast complexity of nature the world assumes new beauty and God grows greater. And as we slowly add to our little store of knowledge, we do not cease to worship God, we do something vastly better, we come at last to an appreciation of Him!

Our Practice School

May Barrett

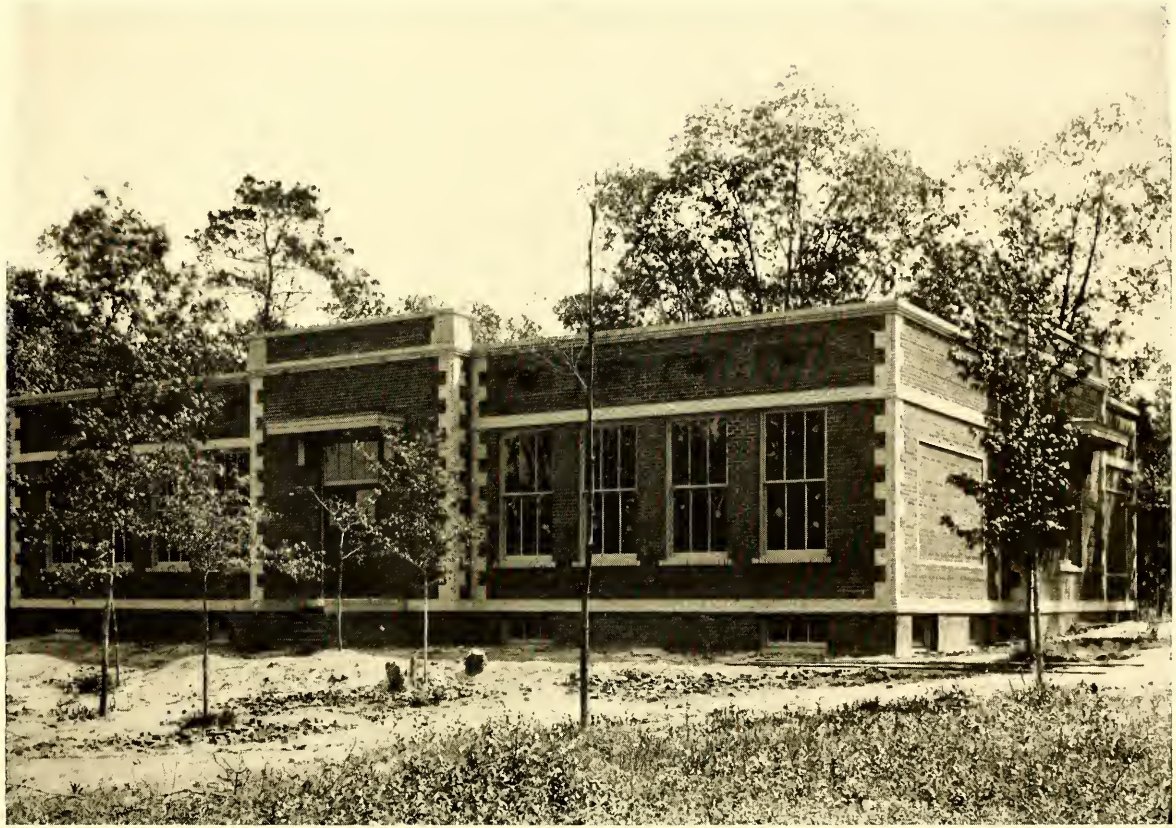
If we could but see the thoughts of our seniors and ex-seniors when they read the above title, I hardly believe one written word would seem necessary. Why? Because in those records of wise lessons learned, we should find portrayed in most vivid form, the greatest purposes and values of our department of practice teaching. We can read those same values wisely expressed in books but it needs the addition of one's own individual experiences to give them life.

We read "Practice teaching is provided in order that experience may be gained in applying principles learned." What are those principles, girls? I read them over and over in those thoughts of yours,—"The law of interest and attention" and your labor with C— and H—, "individual differences," and I see poor dull E—, unconquerable R—, quick little V—, and your lessons in adaptation. Thus it might continue on through a complete review, showing for every principle a good, clear individual experience that has fixed its meaning forever with you.

Among those experiences, we recall many humorous incidents. Do you remember the consternation abroad the day B— failed to plan because she "didn't think it necessary" and Mr. A— walked in? Don't forget the girl who named the chairs those "troublesome ones" and strenuously taught them after the lights were out, but don't forget also, that the strong points far outnumbered the weak ones in the lesson when given to those same "troublesome ones" next day. We enjoyed A——'s sudden "I'm through! You all know more about it than I do," but we were careful to know more about it before we again faced those children.

As we sum up those experiences gained during our period of application, we may truly say that the practice school is the laboratory of our larger Training School, for it is here that we test out the best learned in both special and general method, and make many valuable adaptations and discoveries in the process. All those principles which bear the test, we shall freely use, because they have become our own.

The practice school is a testing place for our seniors also, for it is here they prove their ability *to do* when the demand comes. Are they skillful in using the tools they have obtained, and do they un-



The Model School.

derstand their task well enough to select those tools wisely? Can they make the necessary changes just when needed?

As we thus review our practice school of the past, with its difficult questions, and recall the effort put forth to meet every crisis in the truest possible way, we are conscious of growth in strength and power. There are many things we planned to do that could not then be done, but perhaps these may come to us in our school that is to be.

What shall we hope from our practice school of the future? Given a new, modern, well equipped building in a delightful natural setting, a band of earnest critic teachers, brimful of the spirit of service, a crowd of North Carolina girls eager to get the best of everything for the sake of the work they are to do, may we not rightly expect great things? Come back to us, girls, let us go together to this school of our future and see if those plans of ours have been realized. Down a woodsy path under big trees we shall go, and you will recognize the same old campus with its flowers, turkey-berries, ferns and mosses. Overhead can be heard again the thrush, mocking bird, and cardinal, and you may wonder how such can be true in a place so overrun with girls and children. It is because all have learned to love nature and to appreciate it most truly when found in its natural setting.

The windows of our building open wide into this delightful woods and the children work more happily because of pure fragrant air and bird songs. Close about our school we find further expression of this love of nature in the transplanted wild flowers; woodbine and jessamine on tree and trellis, wild violets and bluets in thick clustered masses, and close up near the brick wall, a clump of our favorite sweet myrtle. Why, every country school can have such a yards as this, you say. Of course, if the children are only led to appreciate the beauties all around them. East Carolina is rich in the best of wild things, if we only have eyes to see. While studying our out-of-doors, don't forget the children's gardens and fruit trees, for it is here also, that they are learning the "good and bad and what to do with them."

I believe you have caught, even before entering the door, some of the spirit found here. You say it is the naturalness, the vitalizing something that seems to permeate the air. Wait and see.

Now, as we go from room to room, please try to find the keynote of all you see being done. We feel that unless we can recognize in actual use, the principles we have studied, they are valueless to us in our future work. This is our first grade room. You would have known it because of self-activity, the "busy-noise," the freedom

found here. These are children of six and seven, with big live interests, and we wish them to continue to be children of six and seven with even bigger live interests. So often the teacher who does not understand child-nature, unconsciously closes the door that leads into broad fields of growth, is content with the narrow, artificial path left, and wonders why the children are dull and lifeless, instead of eager and joyous. Keep the doors wide open and you will never grow weary because of monotony, nor slide into the oft-quoted "rut."

See how interested the little beginners are in reading. It is always thus, because the material used grows directly out of their own activities and interests. In this way we find meaning in reading exists from the very first, and the much dreaded "mechanics" become a by-product. These drawings which seem crude to you, tell real stories to the children, because they represent the free compositions about something the children wanted to tell.

In this second grade you can see a real study lesson, for the student teacher here has caught the secret of successfully developing independent work. She has so aroused interest in something to be found in that book, that the children will make every effort to find out what that "something" is. From the manner in which thinking is going on, there will evidently be good class discussions and questions, when the silent work is finished. Do they study alone? Very little in this grade, because correct habits of study are so important, it seems best for teacher and pupils to work together in the lower grades.

Now let us see a language lesson in the third grade. Only telling about yesterday's ball game, you say? Yes, but is it not true that the best composition work, either oral or written, comes when there is something to tell and a desire to tell it? Notice these little booklets of original writings. Rather short and crude, but so natural and free in expression because they are records of thoughts and happenings of these very third grade children. Correct form will be a gradual product of this fluent expression.

In our fourth grade you will find one of our strongest Seniors at present. It is she who is able to appreciate readily the immediate situation, read from the faces of her children the individual needs, and has the ability to adapt her carefully studied and well worked plan to bring forth the results you recognize here. She is in love with children and her work, therefore, the wholesome spirit caught by every pupil with her. The central question of the history story they are discussing, was developed yesterday, and judging by the questions now being asked, they have evidently given it much thought.

If you doubt their power of reasoning you should see them tackle the arithmetic problems of measurement which have been given out of the garden and play ground work.

Because of the atmosphere found, the similarity in principles and methods, this grade seems to be a continuation of third, second and first, you say? Good. Remember always that successful work demands closely connected development, conscious unity from first to last. There is so much loss of time, loss of energy and development of bad habits of work, because of frequent readjustment made necessary in many schools. For that reason some of our best work can be done in our one or two teacher schools where connections are more clearly felt.

In this next room you will find a class formed of those students, who, for various reasons, were unable to make their regular grade. As we have representatives from the first five grades we have a condition very similar to that of the rural school. Does she teach five grades and thirty classes per day? No. Because of close individual work each child's strong and weak points are known so well that a wise grouping according to ability in each subject has eliminated several classes. Correlation where it seems practicable has also caused the merging of several others.

How is the large boy in the low class progressing? He is so far behind because of lack of opportunity and is, therefore, capable of real discouragement if embarrassed. He is in the lowest grade but he isn't reading Mother Goose rhymes, and weaving little mats. Better material for him can be found in magazines, familiar advertisements, and various sources more fitting to his stage of development if we will but select.

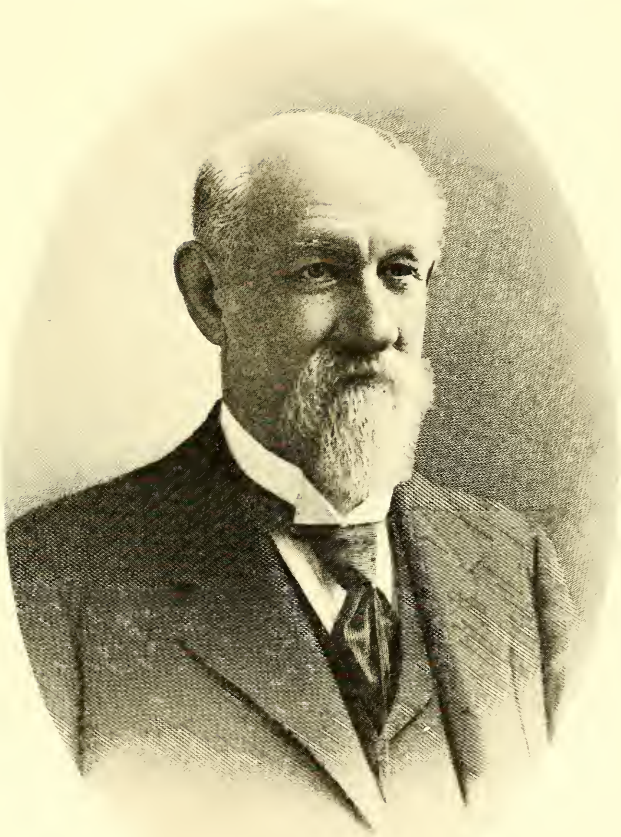
Now, please recall your best of all definitions of the process of educating: "Developing big interests in life, supplying knowledge needed because of these interests, and giving power to use this knowledge again in following worthy life interests." Perhaps these aren't your words, but the meaning is the same. What are the key words suggested by such definitions? "Vitalized subject-matter," "natural method," "effort because of interest, "ability to do?" Were these the key words of the work you have seen?

In closing, let us repeat the big purpose of our practice school, and ask each and every teacher of ours to make its purpose her own. With a clear knowledge of child-nature study, select, and adapt material in order that it may best aid in developing that power to do those things in life most worth doing."

Governor Thomas J. Jarvis

THE name of Governor Jarvis, as he is universally called, is so closely associated with the East Carolina Teachers Training School, that whenever the history of the institution is written, much concerning its first years will be found in the history of Governor Jarvis's later years.' Since this is true, it seems quite fitting that the initial number of the school magazine should contain a sketch of him who continues to give freely and lovingly such service as can only come at the close of a full rich life.

The earliest settlements in North Carolina were made in that part of the State known in the Colonial Period as the Albemarle Country. Among the pioneers who came and bought lands of the Indians was one Thomas Jarvis who seems to have been a man of small means but of no inconsiderable influence, as he was appointed Deputy-Governor in 1691. Throughout the eighteenth century the descendants of this rugged, honest, law-abiding settler became men of prominence in the colony. In 1734 a Thomas Jarvis was a leading member of the Assembly. During the Revolutionary War Samuel Jarvis was a general in command of the Albemarle militia which saw service in both North and South Carolina. The Federal census of 1790 records three Thomas Jarvises as heads of families in the county of Currituck. The great-grandson of one of these was Thomas Jordan Jarvis, who was born at Jarvisburg in the same county, January 18, 1836. Young Jarvis spent his boyhood on his father's farm. Of the many sane and wholesome influences that surrounded him, none was greater than that of his mother who instilled in him lessons of virtue, piety and patriotism—essentials in the making of a useful life. At the age of nineteen he entered Randolph-Macon College, Virginia, and with money partly earned by teaching he was able with many interruptions to complete his course there, graduating in 1860. A few months later he opened a school in Pasquotank County where he was when the Civil War broke out. He enlisted as a private, but in a comparatively short time he was promoted to the rank of Captain. He remained in active service until he was disabled in the early part of 1864. From the wound he received in his right arm at this time he has never fully recovered. Many who served under him have testified to the faithfulness, prudence, persistence and courage of the young captain.



Governor Thomas J. Jarvis.

The qualities that made him successful as a soldier were just the qualities needed in the leadership of the State through the trying years that followed the war. It is not surprising to find Captain Jarvis representing Currituck County in the State Convention of 1865. Then he began his public career which with the rounding out of another year will have extended through fifty years. To few has been granted the privilege of half a century of usefulness. In 1867 a new State government was authorized by the Great Reconstruction Act of Congress. Captain Jarvis was elected in the following year to represent the people of Tyrrell County in the new Legislature. He belonged to the pitifully small number of legislators who really had the best interest of the State at heart. Small though it was, this little band of patriots formed a nucleus of a movement that became strong enough to inject into the legislative body of 1870, a conservative element that impeached the governor of the State, restored peace and order and opened the way for the white people once more to get control of their government. So great was their confidence in his ability, moderation and wisdom, that Captain Jarvis's colleagues elected him Speaker of the House for this eventful session. In 1875 he became a member of the Convention that secured an amendment to the Constitution that relieved the eastern counties from the dominance of negro rule. In 1876 he was elected Lieutenant Governor and in 1879 when Governor Vance became Senator, Captain Jarvis succeeded to the duties of Governor. He was elected in 1880 to serve a full term. No governor ever rendered more efficient service to his state. It is too well known to be reviewed here. The two most important pieces of work he accomplished were perhaps his management of the sale and construction of the Western North Carolina Railroad, and his advancement in the cause of education in the increase of the common schools throughout the State. In 1884 he was appointed Minister to Brazil. After a change in the administration of the United States Government he returned to North Carolina and resumed his law practice in Greenville which had been his home since 1872. Upon the death of Senator Vance he was appointed to fill out the unexpired term after which he again resumed his practice. Since that time, although he has held no high official state position, his influence has been none the less great. As a private citizen he has continued, on all State questions, in all public crises to be the people's counsellor. In the great suffrage campaign of 1900 no man's advice was more eagerly sought for and listened to.

Nor has his influence been felt in State and political affairs alone. Whatever relation he bears to life—in his home town, in his church, among his friends, he touches it closely and always helpfully. It is this power, to touch life closely, to visualize the future clearly that enabled him to see and grasp the needs of an educational institution in Eastern North Carolina, and once seeing it, he went straight for it. The bill establishing a Teachers Training School, was written by him and his friend, William H. Ragsdale, was introduced in the Legislature by Senator James L. Fleming, and was passed in the winter of 1907. Later, Governor Jarvis appeared before the Board of Aldermen of Greenville to interest them in the location of the school. At that time the town was considering street improvements and a bond issue of $25,000. Governor Jarvis urged the Board to make the debt $75,000, appropriating $50,000 for the establishment of the school. The county was urged to do likewise and as the result bonds were issued to the amount of $100,000 for the location of the East Carolina Teachers Training School in Greenville. When the school was finally secured Governor Jarvis was made chairman of the Building Committee and largely through his personal supervision the buildings were ready when the school opened in the fall of 1909. Since that time, as chairman of the Executive Committee, he has kept in close touch with the school, and has loyally supported the President in adhering to the purpose of keeping the school a strictly professional one.

There has lived in North Carolina no man whose life is a greater force for good than is that of Governor Jarvis. As a legislator, governor, senator, diplomat, lawyer, private citizen, he has impressed the State as few have done. In advancing the cause of education in the founding and establishment of this school, he has rendered a service that will grow with years and expand with the coming of each succeeding generation.

The East Carolina Teachers Training School Its Beginning and Its Growth

A paper read by Governor Thomas J. Jarvis, June 30, 1911, at the celebration of the third anniversary of the breaking of ground for the buildings.

AS we are assembled to celebrate the third anniversary of the breaking of ground for the buildings of the East Carolina Teachers Training School, I deem it appropriate to give you a brief account of the beginning, growth and work of this school.

The Act establishing the East Carolina Teachers' Training School was passed by the Legislature at its Session 1907, and was ratified March 8, 1907.

On the 7th day of May, 1907, the people of Greenville, by practically a unanimous vote authorized the Board of Aldermen to issue and sell $75,000 of bonds, with the distinct understanding that the larger part of it was to be appropriated to this school, if it should be located in Greenville.

And on the 14th day of May, 1907, the people of Pitt County, by a very large majority voted to issue and sell $50,000 of Bonds for a like purpose.

The Act creating the school appropriated $15,000 toward the erection and equipment of the buildings and authorized the State Board of Education to locate the school at some point in Eastern North Carolina. A number of the progressive towns in the eastern section of the State, made attractive bids for the location of this school in their midst. Greenville and Pitt County jointly offered the State Board of Education $98,000 in cash to be expended in the purchase of a site and the erection of buildings, if the school should be located at Greenville.

The State Board of Education visited the several towns bidding for the school, inspected the sites offered, and in July, 1907, the board, after careful consideration, located the school at Greenville, and selected the present site.

The trustees of this school were appointed by the State Board of Education, in accordance with the Act creating the school, and these trustees met in the town of Greenville on the 9th day of March, 1908, and organized. At this meeting Thos. J. Jarvis; J. Y. Joyner and Y. T. Ormond were appointed an Executive Committee, and Hook

& Rogers of Charlotte, N. C., and H. W. Simpson of New Bern, were chosen Architects.

The second meeting of the Board of Trustees was held in Greenville on April 16, 1908, at which time the architects submitted to the board the plans, which had been approved by the Executive Committee, for four buildings, to wit: An Administration Building, a Girls' Dormitory, a Boys' Dormitory and a Refectory. The plans were approved by the board, and the committee was instructed to call for bids and proceed with the erection of the four buildings. How well the committee obeyed their instructions and performed their duty, you can judge for yourselves by an inspection of these four buildings.

The committee advertised for bids, and on the 9th day of June, 1908, these bids were opened. There were eighteen bidders present. They came from Georgia, South Carolina, North Carolina, Virginia, and New Jersey. There was $36,270.13, difference between the highest and lowest bids, the highest being $117,800, by W. G. Wharton of Bellville, N. J., and the lowest by the Building & Lumber Company of Greenville, N. C., for $81,529.87.

The Building & Lumber Company gave the bonds and executed the contracts required by the committee, and on the second day of July, 1908, three years ago, the ground was broken for the erection of these buildings; and it is this event we celebrate today. I make bold to assert that nowhere else in North Carolina, at any period in her history, has so much been done in the cause of education in the same length of time, as has been done here in the last three years.

HEAR THIS MARVELOUS STORY.

The contractors began the work of construction as soon after July 2d, as they could complete their preparation, and they pushed the work with all speed consistent with good workmanship; both Messrs. Cobb and York, the managers of the contracting company, giving it their constant attention, and the architects and Executive Committee making frequent inspection. In excavating the ground for the Administration Building the contractors encountered at its west end, on the highest point of the ground, an extensive pocket of black quicksand, into which one might insert a rod several feet with one hand. This unexpected difficulty necessitated a suspension of work on this building till we could go into the woods and cut and haul piles, and get a pile driver on the grounds to drive them. As soon as this could be done 100 piles from 12 to 18 inches in diameter, and from

Governor Jarvis Breaking Ground for E. C. T. T. School.

25 to 30 feet long were driven into this loblolly of quicksand, and on top of these were put three feet of concrete. It cost $1,700 extra to make this foundation safe and secure, and this being done the work on this building proceeded.

The Legislature of 1909, appropriated the sum of $50,000 for two additional buildings, a Central Power House and an Infirmary, and for furnishing and equipping all six of the buildings, including the Laundry and Refrigerating plant. The Executive Committee directed the architects to prepare the plans for these two new buildings. Bids were asked for these and for the furniture and equipment for all the buildings. These bids were opened on the 4th day of May, 1909, by the Executive Committee, and the contract for the two additional buildings was awarded to the same contractors at the price of $13,550. The committee remained in session three days and let the contracts for the furniture and equipment for all the buildings.

The Board of Trustees met on June 11, 1909, and after having received full reports of the progress of the work of construction, determined to open the school for the reception of students on the 5th day of October, 1909. At this meeting Prof. Robert H. Wright was elected President of the Institution, and C. W. Wilson, H. E. Austin, Sallie Joyner Davis, Maria D. Graham and Mamie E. Jenkins were elected professors. The other positions were filled out later on; and by earnest and untiring effort the buildings were ready and the officers and teachers on hand prepared to open the school on October 5, 1909. The enrollment of students on the first day exceeded our fondest expectations, and in a few days the school was fully organized with a large attendance and doing earnest work.

On the 12th day of November, 1909, the President-elect was formally inaugurated President of the Institution in the presence of the Board of Trustees, many notable educators from other institutions, the student body and a large concourse of visitors.

The first regular session of the School opened on October 5, 1909, and closed on May 20, 1910. There were enrolled at this session 172 students.

The first Summer Session opened on the 24th of May, 1910, and closed on the 30th day of July, 1910. There were enrolled at this session 330 teachers.

The second regular Session opened on the 13th day of September, 1910, and closed on the 23rd day of May, 1911. There were enrolled at this session 228 students.

The present session of Summer School opened on the 6th day of June, 1911, to close July 29th, 1911, and up to the present time there have been enrolled 280 teachers; the total enrollment for the two years being 1,010.

From these recorded facts, we are able to make this

MARVELOUS SUMMARY.

In three years' time we built, furnished and equipped with the most approved up-to-date conveniences and appliances, six beautiful buildings, well fitted and adapted to school work, and that 1,010 students have entered these buildings and have received instruction from an able corps of high class teachers. In addition to the number that have been enrolled, not less than 200 others have applied for admission into the Dormitories for the two Summer Terms. The President was compelled to write them that every room was taken. Some of these found rooms in the town. And just here, I wish to thank the town people for the generous manner in which they have opened their doors to these teachers. But even this was not sufficient, and great numbers have been kept away who desired to come and who needed the instruction. Such a record cannot be found anywhere else or at any other period in the State's history, and well may I call it marvelous.

There is another fact in this record that should not be forgotten. The title to this property, buildings, furniture, equipment and everything pertaining thereto, is in the State, but the State has put but $65,000.00 into this valuable plant, while the County of Pitt and the Town of Greenville have put into it $98,000. So that the State is still behind by $33,000. This remarkable record teaches these important lessons that should appeal to the friends of education everywhere. There was a place for this school, and it is filling that place. There was a need for this school, and it is meeting that need. The people appreciate and approve the stand it is taking, and the work it is doing because they see in its mission the coming of better schools for their children, and they are rallying to it.

So far, ladies and gentlemen, I have simply been rehearsing facts which are of record, and which anyone may verify. I now propose to submit a few reflections of my own.

This school is what its name indicates—a Teachers' Training School, nothing more and nothing less. It does not aspire to be a college or to do college degree work. It is not in opposition or competition with any college in the State, but it seeks to serve them all by

President's Residence (To be erected) Gymnasium (To be erected) Dormitory Administration Building Power House Dining Hall Infirmary Dormitory Library (To be erected)

EAST CAROLINA TEACHERS TRAINING SCHOOL, GREENVILLE, N. C.

stimulating and improving the public schools, from which they must draw their patronage. It has its own chosen field, and it is content to occupy it. It does not hope to completely fill this field, because its borders are ever widening, and its opportunities and demands ever increasing. The service it is rendering in its chosen field is fundamental and invaluable, and it takes great pride in rendering this service.

It stands for trained teachers for our public schools, and it is bending all its energies to furnish such teachers. It is so near the public schools and comes in such close touch with them, that it may well be called a part and parcel of the public school system of the State.

Ninety per cent. of our people are dependent alone upon the public schools for what education they get. The only training they and their children can receive to fit them for the duties of life, and for the discharge of the duties of citizenship, is what they get in the public schools. If these public schools are poor, then the training they get will be poor. If the training in these public schools is what it should be, then we may look for an educated citizenship, prepared and equipped for the duties that lie out before them. It therefore follows, that a school that is pouring its life into these public schools to make them better, is rendering great service to the State and Society.

The Governments of our country are coming nearer and nearer to the people, and the people are being invited and urged to take more effective control and management of their Governments, National, State and Municipal. For the people to do this wisely and well, it is absolutely necessary that they should be educated and fitted for these duties. It must be clear to every thoughtful man, that the great masses of our people are dependent upon the efficiency of the public schools for their education; the efficiency of the public schools is dependent upon the efficiency of the teacher; and the efficiency of the teacher is dependent upon the efficiency of his training. The trained teacher for the public schools is therefore, a public necessity. The private schools and the denominational colleges may supply some of the teachers, but it is none the less the duty of the State to make ample provisions for this vitally essential work, and to see to it that all the public schools are well supplied with trained, competent teachers.

The State has taken charge of the public schools. It levies and collects the taxes for their support. It appoints and licenses the

teachers to teach them, and it supplies the money to pay them. It is therefore the imperative duty of the State to furnish competent teachers for the children who are forced to attend these schools, or none. Anything short of this is a criminal neglect of a public duty.

ADDENDA.

[Governor Jarvis, for the purpose of bringing his address on the beginning and growth of this school up to date, writes the following:]

The Legislature of 1911, I regret to say, appropriated nothing for enlargement and growth of the school, although applicants for admission were being turned away in great numbers because every room in the dormitory and every available space in the buildings were filled to overflowing. Additional buildings and equipment were imperatively demanded and those urgent needs were brought to the attention of the Legislature and vigorously pressed. The members of the Legislature admitted all that was said in favor of this young institution and the value of the great work it was doing, but said they were unable to make the needed appropriation for enlargement owing to the straitened condition of the State Treasury. It made an appropriation for maintenance and with this those in charge of the school have done everything possible in the way of progress and efficiency. In their anxiety to admit every applicant possible they converted the rooms in the dormitories which had been set apart for the social gatherings for the young ladies into sleeping rooms and put students in them. But after crowding everything to its utmost capacity the buildings were wholly insufficient to admit all who applied and hundreds had to be turned away. This condition of things was again brought to the attention of the Legislature at its session of 1913, and the urgent needs of this school were again pressed upon the attention of the General Assembly.

While the Legislature did not do all the friends of this institution hoped to see it do, yet it did better than its predecessor. It made the same appropriation for maintenance and in addition to this appropriation $40,000 for new buildings and equipments. With this appropriation the Executive Committee of the Board of Trustees have made very considerable additions to the buildings which has increased the capacity of the school for efficient work. A new wing has been added to the East Dormitory which gives dormitory space for about sixty girls. These rooms are completed, comfortably furnished and are occupied.

A new wing has been added to the Administration Building which gives six elegant new class rooms. The electrical plant has been overhauled, greatly enlarged and well-equipped at considerable cost so that the power and electrical plant of the institution may now be said to be in a high state of efficiency.

A new commodious and comfortable home for the President has been erected at a point in view of the grounds and buildings. This takes him and his family out of the dormitory and puts him where he can have needed rest and quiet and where he can better prepare to discharge the numerous duties which come to him as the President and leader of this institution in organizing and directing it in its new fields of work. And besides in taking him and his family out of the dormitory additional space is given to young ladies who are applying for admission.

In addition to these improvements a beautiful school building has been erected upon the training school grounds to be used by the training school and graded school of the town as a model school. This four-room building was erected by the joint action of the Executive Committee of the training school and the graded school.

These additions and equipments put the school in a position to do high-grade work, as all who are admitted will realize. I am proud of what has been done. The school was opened October 5th, 1909. Two thousand four hundred and fifty students have been admitted. One thousand one hundred and thirty-two have been refused admission because there was no room for them. My heart goes out after those who were refused admission. Room must be made for them. The Legislature must be aroused. These young ladies want to fit themselves to go out to teach the country children. They must have the opportunity. The people must be aroused.

James Lawson Fleming

WHENEVER beginnings are sought and the early days of the Training School recorded the name of James Lawson Fleming, will appear.

Descended from sturdy, honest, industrious and noble ancestry, he inherited their sterling qualities, while his early life spent on a farm served to develop his body and to give him that independence of spirit that comes from contact with the freedom of country life. As a boy he attended the country schools and knew the advantages and disadvantages to which the rural school is subject. Later he became a pupil of W. H. Ragsdale, then teaching in the Greenville Academy, by whom he was prepared for Wake Forest College. After graduation from college he taught for a year, then read law with Latham and Skinner, of Greenville. Later he attended the Law School of the University of North Carolina. He was admitted to the bar in 1892, and located in Greenville, where he soon built up a lucrative practice and at the time of his death he possessed a large practice in the Superior, Supreme, and Federal Courts. Soon after locating in Greenville he was elected mayor of the town, and served his term of office to the satisfaction of his fellow citizens. In 1904 he was elected by a large majority to represent the county of Pitt in the Senate, and again in 1906. As Senator from Pitt in 1905 and 1907 his services were marked by vigor and distinction.

Among the important measures which engaged his attention, education in Eastern Carolina was not least. Upon his election in 1906 he agreed to introduce a bill to establish such a school in the eastern part of the State as had become the dream and the hope of the educational leaders of the eastern section of the State. When the General Assembly met, Senator Fleming introduced the bill but its career was not an easy one.

A similar bill from Elizabeth City had been killed by the previous General Assembly. There was stubborn opposition on the part of those who did not realize the needs of the eastern section, and who did not favor the State's increasing the number of schools already established. Under Senator Fleming's wise guidance, however, and by his tireless efforts, in season and out of season, the bill was so successfully presented that those who had fought it be-

J. L. Fleming.

came its friends, and those disinterested became interested. The bill passed, and the East Carolina Teachers' Training School became a reality. It remained to secure the school for Greenville and here again Senator Fleming used his tireless energy to secure the location in Greenville.

Two years later, just one month after the buildings were completed and the school was opened, on November 5, 1909, he was killed in an automobile accident, and it was left for others to see and realize what the establishment of the East Carolina Teacher Training School, for which he had labored so earnestly and so successfully, was to mean to its section of the State. He was truly one of its founders and his work as a founder had been so well done that it was easier for others to continue to work for the maintenance and support of the school.

W. H. Ragsdale—A Brief Sketch and Appreciation

W. H. RAGSDALE was born in 1855 and received his training at a time when the general impression prevailed that anybody who could read and write and cipher could teach school. But in that day there were some men and women teaching school whose chief qualifications were not their attainments in scholarship but a warm heart, a big soul, and a strong personality. Ragsdale, the boy, came under the spell of some one of this type who inspired him to prepare himself as well as possible for life's work, and he was graduated from Wake Forest College with distinction.

He began his work as teacher in a private boy's school in Scotland Neck. He soon came from that school to Greenville and engaged in the school work in a private school familiarly known a dozen years ago as the Male Academy.

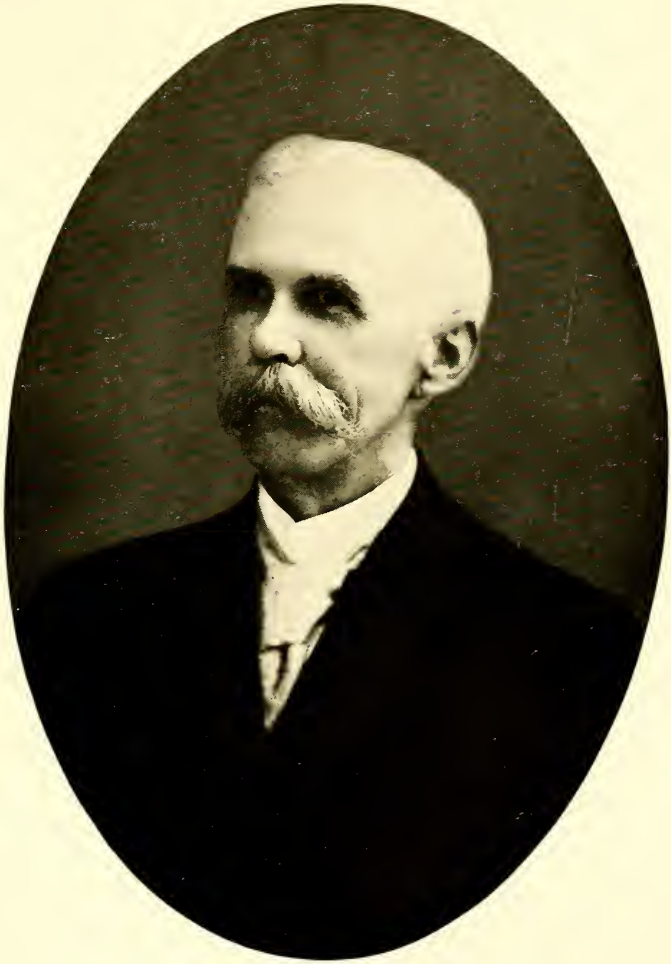
The history of his work here is indelibly written on the hearts and interpreted in the lives of the men who were the boys of those days and his scholars. His success as a teacher is best told in the loving terms in which "his boys" invariably delight to speak of their teacher and their friend.

While he was still engaged in the private school work he was elected Superintendent of Public Instruction of Pitt County. At that time a County Superintendent was not expected to do much work, and the salary was much smaller than the work.

Mr. Ragsdale kept up the duties of his school and of his new office to which he had been elected until the Greenville Graded Schools were established in 1903. From that time on he devoted his entire time and energies to the county schools. A correct estimate of his work in this County cannot be made, but a comparison of conditions expressed in figures will give some insight into his work.

In 1899 the white school census was 5,157 and the number enrolled in the schools was 2,975. The average school term was 73 days. The value of the school property for the white race was $7,540. As late as 1903 the best public school building in the County, including the towns, was the one-room frame building which was the home of the Greenville Male Academy, to which reference has been made.

In 1912 the white school census was 6,965 and the enrollment was 5,665. The average school term was 101 days for the schools generally and 160 days for the local tax districts. The value of the school property for the white race was $85,000.



W. H. Ragsdale.

These figures tell the story of tireless labor, undaunted energy, prophetic vision, hope, love and diplomacy. His optimism and faith in humanity inspired men and women, both teachers and citizens, to do their best and to be their best. His persistent and cheerful efforts in behalf of the children of all the people met with a glad response. To him a little child was greater than anything of a material nature, greater than his own salary and his own comfort, and to-day the children of this County rise up to bless his memory.

The loss sustained in the death of Mr. Ragsdale is keenly felt in his town, in his County, and in the educational circles of the State, but it is not felt more keenly anywhere than in the faculty of the Training School. Just what he meant to us in our work cannot be told in words. He was with this school in its beginning—even long before it had a beginning he was sowing the seed which ripened into an irresistible demand for its establishment.

One of his biggest problems in the County school work had been the question of efficient teachers. He undertook his work in this school with peculiar interest because its problem was the same that he had had for many years: the problem of trained teachers for the country schools. He brought to his work with us here, not only his enthusiasm and good common sense, but his intimate and first-hand knowledge of the conditions and the needs of the country schools.

His wise counsel was a potent factor in shaping the policy of the Training School and saved us from many mistakes. His advice based upon his personal knowledge of rural conditions helped us the more easily to pull away from the traditional educational standards and policies and to keep our own problem clearly before us. Through his ideals of helpfulness we revised our standards of service and got a fresh glimpse of the privilege of helping rather than eliminating from school those generally called plodders. He helped us to keep the children of the country districts constantly in mind in all our work.

In Mr. Ragsdale and his relation to the faculty of this school was a concrete illustration of the full significance and meaning of genuine friendship. He was always true, sympathetic, and helpful. His presence inspired us to greater achievements and to a more hopeful service. The outlook upon life is brighter because of his example of faith in childhood.

It is in a sense true that the life of every successful man when it is ended is a public possession. The life of W. H. Ragsdale is held by this faculty as a priceless heritage and his influence lingers with us to sweeten life's labors, to lighten life's burdens, to elevate life's standards and ennoble life's purposes—a cherished boon.

Memorial Service

A MEMORIAL service in honor of Prof. W. H. Ragsdale, Superintendent of Schools of Pitt County, member of the Faculty of East Carolina Teacher Training School, citizen of Greenville, North Carolina, was held in the auditorium of East Carolina Teachers' Training School, on the evening of May 4th.

Dr. J. Y. Joyner, State Superintendent of Public Instruction, and President Robert H. Wright, the two men who were most closely associated with him in his work and who best understood the extent and significance of his educational work, made addresses. Tributes were paid by Mr. A. G. Cox, Chairman Pitt County Board of Education; Rev. C. M. Rock, pastor of Memorial Baptist Church; Mr. Roy C. Flanagan, citizen of Greenville and a former student of Mr. Ragsdale, and Rev. B. W. Spilman, former pastor and friend.

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First Issue Senior Number

The Class of 1914 takes peculiar pleasure in presenting the first issue of THE TRAINING SCHOOL QUARTERLY. The Class, from its organization as a professional class, cherished the idea of taking the lead in the establishment of a school publication that would be a medium of expression of the best the school has to offer. In a school of this kind the class thought it would be gross selfishness to edit a magazine, the value and usefulness of which would reach no further than the limited bounds of its membership or those interested in the internal life of the institution. The Class met the same feeling in the Faculty, who generously gave it the privilege of issuing the first number of a faculty-student magazine. The Faculty will support the magazine, not merely by their silent approval, but by active work.

The first message that goes out from the Training School should be from President Robt. H. Wright, the man who has been at the head of the institution since its establishment and who has made real the dream of its founders.

The editors, wishing to share with the public one of the addresses of the year which is of peculiar interest, not only to the people of the eastern part of the State, but anywhere, feel fortunate in being able to offer the address by Mr. Busbee.

It seems quite fitting that this, the initial number of THE TRAINING SCHOOL QUARTERLY, be a Training School issue—not merely a chronicle of the events in its brief history, but a record of the beginnings and early struggles of the school, of the chief happenings of the year and of the various activities of the school; all these help to breathe forth the real spirit of the school.

While the school fully realizes that many men in Pitt County and in Greenville were instrumental in the founding of the Training School, all agree that three men were the leaders and the leaders represent the spirit of those whom they lead. These three men could not be omitted from any account of the founding of the school.

It also seemed appropriate to give a place to the Model School—the realization of a five years' dream of an ideal place in which to work. With the opening of this Model School, a new era begins in which the ideals and theories of the school will be put into practice. Having in mind Emerson's famous saying, "What you are speaks so loud I cannot hear what you say," the editors thought it well to give an idea of the work, the play, and the spirit of the entire school through the school organizations and the activities of the Senior Class.

Thus in this issue, the Training School in all its phases is seen as a unit. Succeeding numbers will have more space allotted to articles, professional and otherwise, and less space devoted to the school.

Attention Alumnae and Former Students

THE TRAINING SCHOOL QUARTERLY belongs as much to you who have gone out from the Training School as it does to those still here. While in the school, you learned the values of preparation, presentation, comparison, generalization and application. Now that you have passed from the "prospective teacher" to the real teacher you are busy applying the principles you learned. This application is perhaps the most important of all the five formal steps. In the rush of your work, you should not fail to apply the great principle of service which was instilled into you. You were told how best to serve your community, and now another field of service is open to you—serve your alma mater and thereby the public by contributing to the faculty-student magazine some of your best practical experience and original ideas. If you do not have time to write an article, send in your ideas and they may be combined with others. Whether you have the gift of expression or not, you can still co-operate with the editors by giving to THE TRAINING SCHOOL QUARTERLY your hearty support.

This professional magazine then should aid you in solving your school problems. Be sure you bear your share of the responsibility of making THE TRAINING SCHOOL QUARTERLY of real service, not only to the teachers and people in Eastern Carolina, but to all interested in the development of human beings.

The Student Council

The Student Council is the legislative body of the Training School and represents the co-operative spirit of the school. Through having opportunities and responsibilities thrust upon them, the students develop resourcefulness and initiative and they catch a glimpse of a broader field of greater opportunities.

The members of the Council are elected from the various classes and meet with the President of the school to study into the deeper, vital problems of the school, as well as to discuss the needs, comforts and conveniences of student life. The Student Council is a live force in the school.

During the year, the Council drew up and passed on a plan making attitude toward her work and toward the school a consideration in the awarding of the school's diploma or certificate to a student. The attitude that a student manifests in school is indicative of the attitude she will have after leaving, and the Council is convinced that this will largely determine her work as a teacher. This plan was submitted to the Faculty and to the students and received a unanimous vote for adoption. This action is worthy of much praise, as it came from the students themselves and shows their spirit of progressiveness and broadmindedness. While many institutions have long felt a need for such action, very few have incorporated this idea into their requirements for a diploma.

The Student Council, realizing that some popular students are overworked and others, who have equal ability, have no opportunity to show what they can do, worked out a point system of counts, whereby the work as well as the honors can be divided more equally. This plan goes into effect for the election of officers for 1914-15.

Such an organization as the Student Council was made possible by the excellent school spirit. The Council is characterized by the same spirit of earnestness, seriousness and buoyancy which is felt throughout the school, and which is a constant inspiration to all connected with the school. Even strangers comment on the "indefinable something" that the air here seems charged with. The secret of the spirit is found in the motto—"To serve." The spirit of ser-

vice and usefulness has been so instilled in the students that it reaches beyond their immediate school life, and they are not only "eager to teach but anticipate real joy in the doing of it." The Council is one of the means to fit them for the larger service.

The students seem to catch the vision Dr. Payne revealed to them: "The vision of eight million children of our Southland who are crying, with hands outstretched, for the light—the light of knowledge that will break down the barrier of ignorance and lead them into intelligent living—their rightful heritage." The accomplishment of this tremendous but noble task falls to the school teacher of the South, and in Eastern Carolina much of the task falls to the students of East Carolina Teachers' Training School.

The Class of 1914

THE Class of 1914 in its Junior year numbered fifty, sixty per cent of whom were new students; of this number thirty-seven returned for Senior work.

During the two years of professional work the class has made for itself a reputation for doing things. Its members have developed initiative, independence and leadership, and have ever been ready to contribute to all wholesome school activities. The class has given active support to the Y. W. C. A. and to the literary societies. It has also taken an active part in athletics, showing a worthy spirit both in defeat and in victory.

The class has always emphasized the fact that "All work and no play makes Jack a dull boy," therefore, it has not neglected the social life. The Colonial Party given February 22, 1913, to which the faculty and the presidents of the respective classes were invited, was an affair which afforded much merriment. The informal tea given after the '14-'15 tennis game was a jolly occasion which attested the generous spirit of the class in defeat. The annual Junior-Senior reception complimentary to the class of 1913 was the most important social event given by the class. It was marked by simplicity and dignity, but not by formality. The musical program and the opening of the mysterious basket of favors, the central feature of the evening, kept the occasion from being too formal.

The class with few exceptions has fought the spirit of extravagance. With an eye to economy on commencement occasions, for three years it has planted and carefully tended its flower—the sweet pea. An abundant harvest has been the reward and the flowers have afforded much joy not only to the members of the class, but to every one on the hill. The class badge, a purple tie with the white '14, while very ornamental has proved most useful.

During the two years the class has often been commended for its beautiful spirit. This spirit has grown out of an earnest desire to build up the best interests of the school rather than to strive for class aggrandizement. Many honors, however, have been given the class, the greatest of which is the privilege of launching the school magazine.

Class Officers

PRESIDENT ..... BESSIE DOUB
VICE-PRESIDENT ..... BLANCHE EVERETT
SECRETARY ..... MARION ALSTON
TREASURER ..... ANNIE SMAW
CLASS ADVISER ..... MARIA D. GRAHAM

"Who's Who" In the Class of 1914

ALSTON, BESSIE LEE, Vance County.
Sidney Lanier Society.
President of Athletic League.

Clean, sportsmanlike, enthusiastic in the game. No laggard, she. Life is a game. Where will you not find her pushing toward the goal, whether it be a society program, math. problem, or on the basketball field? She is in half a dozen places in as many minutes.

ALSTON, MARION, Texarkana, Tex.-Ark.
Sidney Lanier Society.

Clever, versatile, quick of mind and ready of tongue; the smallest in inches but not in deeds. As the star story-teller of the class, she tells Uncle Remus stories "jes' lak a bo'n nigger." Her chief ambition is to shine in journalism, as her favorite pastime is reporting. (See this year's file of the *Greenville Reflector.*) The class is proud of the book she has kept as Secretary.

BRIGHT, CORINNE, Beaufort County.
Edgar Allan Poe Society.

The low, plump twin. The star who took the title role in "Pandora." Lovable and light hearted. In opening the "mysterious chest" she may have turned all the troubles loose but she kept none for herself. She took upon her very feminine, care-free self the cause of the suffragists and helped win the day in the 1913 inter-society debate.

BRIGHT, MATTIE, Beaufort County.
Sidney Lanier Society.

The slim and slender twin. A person of marked ability. Did you see her name as Editor-in-Chief of this magazine? She sees things in the right light, keeps a cool head and has a realization of her responsibilities. Throws goal on the basketball field with an easy gracefulness.

1st row left to right:—Mae Belle Cobb, Anna Stanfield, Annie Smaw, Agnes Pegram, Addie Pearson, Mary Weston, Sadie Nichols.
2nd row:—Luella Lancaster, Geneva Quinn, Mavis Evans, Helen Daniel, Bessie Lee Alston, Bessie Corey, Lela Deans, Mary Smith.
3rd row:—Rosa May Wootton, Nina Gatlin, Bessie Doub, Mattie Bright, Ila Daniel, Emma Cobb, Mary Chauncey, Gertrude Criteher.
4th row:—Kate Watkins, Blanche Everett, Mattie Cox, Loula Fountain, Gladys Fleming, Corinne Bright, Blanche Lancaster, Marion Alston.
5th row:—Carrie Manning, Emily Gayle, Essie Woolard, Grace Smith, Annie Hardy, Ethel Everett, Minnie Myers.

Chauncey, Mary, Beaufort County.
Sidney Lanier Society.
Y. W. C. A. President.

An airy, fairy lady of a very affectionate disposition, "Barkis is always willin." Her cheery disposition and her faith in others have made her one of the most popular members of the class.

Corey, Bessie, Pitt County.
Edgar Allan Poe Society.

Generous to a fault, always ready to do someone a good turn, therefore she is not wanting in friends. Her wealth of auburn hair is an object of envy to many. Her clear cut figures, and neatness and exactness in figuring make her one of the leaders in the math. class.

Cobb, Emma, Edgecombe County.
Edgar Allan Poe Society.
President of Poe Society; Captain 1914 basketball team.

As president of society, captain of basketball team and leader in other activities Emma has caught the "Frazier's Mule" spirit, for she goes right on. When she gives orders they are obeyed—the result, things are done. In leisure hours, the jolliest of the jolly.

Cobb, Mae Belle, Wayne County.
Sidney Lanier Society.

Never affected by emotional appeals, Mae Belle holds to the tangible. In 1913 as president of her class she showed her ability as a leader and a hard worker. As chairman of the inter-society committee she presided at the 1914 debate. Her thoughts must be her fit companions, for she often shuns the chatting mob.

Cox, Mattie, Jones County.
Edgar Allan Poe Society.

A most loyal member of the class, faithful at all times. Successful chairman of many Sweet Pea Committees. Fond of dramatics, always a member of the glee club. Stick-to-it-iveness is a marked trait.

Critcher, Gertrude, Pitt County.

A Puck-like spirit with Puck's good heart. Blest with musical talent. She has the power of charming with her clear sweet soprano voice and the power of stirring the feelings by her mastery of the keyboard.

DANIEL, HELEN, Vance County.
Edgar Allan Poe Society.
Critic Poe Society.

Her critic's reports are constructive, not destructive, and always to the point. Approach her under the flag of diplomacy and she'll be on your side—approach her under a different flag and you'll find she has a spirit of her own.

DANIEL, ILA, Granville County.
Sidney Lanier Society.

A quiet person who won her fame at practice teaching. A good cook and enjoys cooking. One of her virtues is neatness. One of the creators of artistic posters.

DEANS, LELA, Nash County.
Sidney Lanier Society.

Knows what she wants, when she wants it and how to fight for it. The militant manner in which she debated as an "anti" in the suffrage debate argued more forcibly for the other side than her words did for the "anti's."

DOUB, BESSIE, Wake County.
Sidney Lanier Society.
President of Class.

She bears well the burdens of the class with a laughing face. Her influence reaches out and commands as in "Pandora" thundering Zeus commanded "and the creatures obeyed." She is interested in athletics. Her militancy and leadership will serve her well when she joins the suffrage campaign for North Carolina. Her argumentative powers were shown in her debate on the subject in 1913.

EVERETT, ETHEL, Martin County
Sidney Lanier Society.

One of the few who has been here four years. Always a leader. Has the knack of making others work and the gift of a calm and even temper. These qualities with her good looks made her a splendid chief marshal in 1913.

EVERETT, BLANCHE, Martin County.
Edgar Allan Poe Society.
Vice-President of Class.

Always willing to do her part with no consideration of self. Possibly it is urgent and numerous duties that have given her the hurrying habit. Her life's vexation—clothes, and their care.

Evans, Mavis, Pitt County.
Sidney Lanier Society.

The prima donna of the class. The strong and powerful character in every cast. Katisha, in "Mikado," Prometheus in "Pandora." Her full, rich, beautiful voice and her playing make her one of the most valuable members of the class. Her two ambitions—to attend Peabody and be the "sweet and lovely heroine" in dramatics.

Fleming, Gladys, Pitt County.
Edgar Allan Poe Society.

Either standing on the fence and crowing loudly or the "Doubting Thomas" of the class; but when once converted a good faithful worker with plenty of class spirit. The last basketball games of the season were the first she ever saw and she never intends to miss another.

Fountain, Loula, Edgecombe County.
Sidney Lanier Society.

"A good hearted girl," is the universal verdict. Her ambition takes the form of a mansion, a coach and six, and a chest of gold. Her sky blue eye and coal black hair may help her realize them.

Gatlin, Nina, Granville County.
Edgar Allan Poe Society.

One of the most successful practice teachers. Has a liking for good times and pretty clothes, but that does not over balance her sterling qualities. Her most treasured possession is her kodak book.

Gayle, Emily, Columbus County.
Edgar Allan Poe Society.

The most traveled of the class, at home on every part of the globe. No subject in the course of study arises to which she cannot lend her personal experience as an illustration. The class is justly proud of her poster work. She exercises a solicitous care and protection over her friend, Miss Myers.

Hardy, Annie, Greene County.
Edgar Allan Poe Society.

Possesses persistence, interest in all things, a generous supply of the instinct of curiosity. Ambition—to make a good grade in the classroom and to be the society editor of some daily newspaper. Her aggressive qualities insure success in whatever she throws herself into, but she loves to be in the lead.

LANCASTER, BLANCHE, Edgecombe County.
Edgar Allan Poe Society.

The first dramatic star of the class as she began her career in her "B" year. She was Pish Tush in the "Mikado," and Epimetheus in "Pandora." Her singing brings her before the public. She ranks as an A No. 1 student in the classroom. In 1913 a member of the Student Council, and as chairman of inter-society committee presided at 1913 debate.

LANCASTER, LUELLA, Edgecombe County.
Sidney Lanier Society.
President of Society; Secretary of Y. W. C. A.

The scholar of the class. Her cool and deliberate bearing are qualities which have aided her in the position as president of the Lanier Society. She will lead her fellow mortals in life as she has led them in school. The girls' respect and admiration for her are shown in the honors they have given her. In 1913 she was Council member, commencement marshal, inter-society debater, Secretary of Society. A fine vein of humor with a wholesome spirit of fun. She can doff presidential dignity and don the motley as befits the occasion.

MANNING, CARRIE, Martin County.
Sidney Lanier Society.

Marlowe in the 1912 Senior play. On account of taking Latin and Music in addition to regular work in 1912, she has come back to finish in 1914. During the interval, a teacher. She used to be on the Dixie team; now she is a 1914 goal thrower. She re-entered as a loyal member of the class of '14, interested in all school activities.

MYERS, MINNIE, Sampson County.
Edgar Allan Poe Society.

A respected member of the class. Her teaching ability has been tried and proved. She bears the distinction of being a summer student of Columbia University. One of the few who never participate in the occasional frivolous pursuits of the class.

NICHOLS, SADIE, Durham County.
Sidney Lanier Society.

A plodder, true and earnest—"All things come to him who works." The success of her persistent efforts as a "Fate" in "Pandora" is an example of this keep-trying policy. She rises early to practice basketball and sometimes gets back lost sleep on class.

Pearson, Addie, Nash County.
Edgar Allan Poe Society.

She cannot hear or appreciate music in the world of nature, but rather takes its beauty in through the eye. Her ambition, to be a Domestic Science teacher; her chief occupation, embroidering, and it is rumored she often commits the crime of writing po'try.

Pegram, Agnes, Vance County.
Sidney Lanier Society.

She always takes her own sweet time, is never ruffled and exercises the quieting influence of a modern Mona Lisa. Her decided talent in art has been used in making attractive posters for class, society, Y. W. C. A., or anything that needs a poster.

Quinn, Geneva, Duplin County.
Edgar Allan Poe Society.

A favorite on the practice school play ground. She has the art of being jolly on every occasion. Too popular to tarry long as a "school ma'rm."

Smaw, Annie, Vance County.
Edgar Allan Poe Society.
Treasurer of class.

A business head that rivals that of an expert, therefore, a splendid manager of class funds. Not talkative but suddenly surprises you where dry wit makes a hit. "An ideal, calm and dignified manner in teaching," is the verdict of the English teacher.

Smith, Grace, Pitt County.
Sidney Lanier Society.
Critic of the class.

And of mankind is general. Viewing the landscape o'er with patronizing humor; amusing and entertaining her friends with witty, epigrammatic comments on the follies and foibles of the bits of humanity that pass her way.

Smith, Mary, Cabarrus County.
Sidney Lanier Society.
Council member.

Possesses the gift of the hand which finds expression in her posters which have given her local fame. Her mild, gentle manner would never betray the fact that she is guilty of the witty, satirical comments which are a constant surprise to her friends.

STANFIELD, ANNA, Caswell County.
Secretary of Student Council.

Anna, conscientious, reliable, true, dignified, ladylike. Wins the admiration of friends, which means everyone, for she has no enemy. Under her leadership remarkable work was done by the membership committee of Y. W. C. A. in helping with the organization of the school and settling of the new girls.

WATKINS, KATE, Caswell County.
Edgar Allan Poe Society.
Treasurer of Y. W. C. A.

Thoroughly efficient, as the Y. W. C. A. books, audited by Mr. Spilman and balanced to the cent, testify. Her perserverance is the chief quality that brings her success in her efforts. She well represented the Y. W. C. A. at the Blue Ridge Conference of 1913. Stands up and fights for convictions.

WESTON, MARY, Hyde County.
Edgar Allan Poe Society.
Treasurer Athletic League.

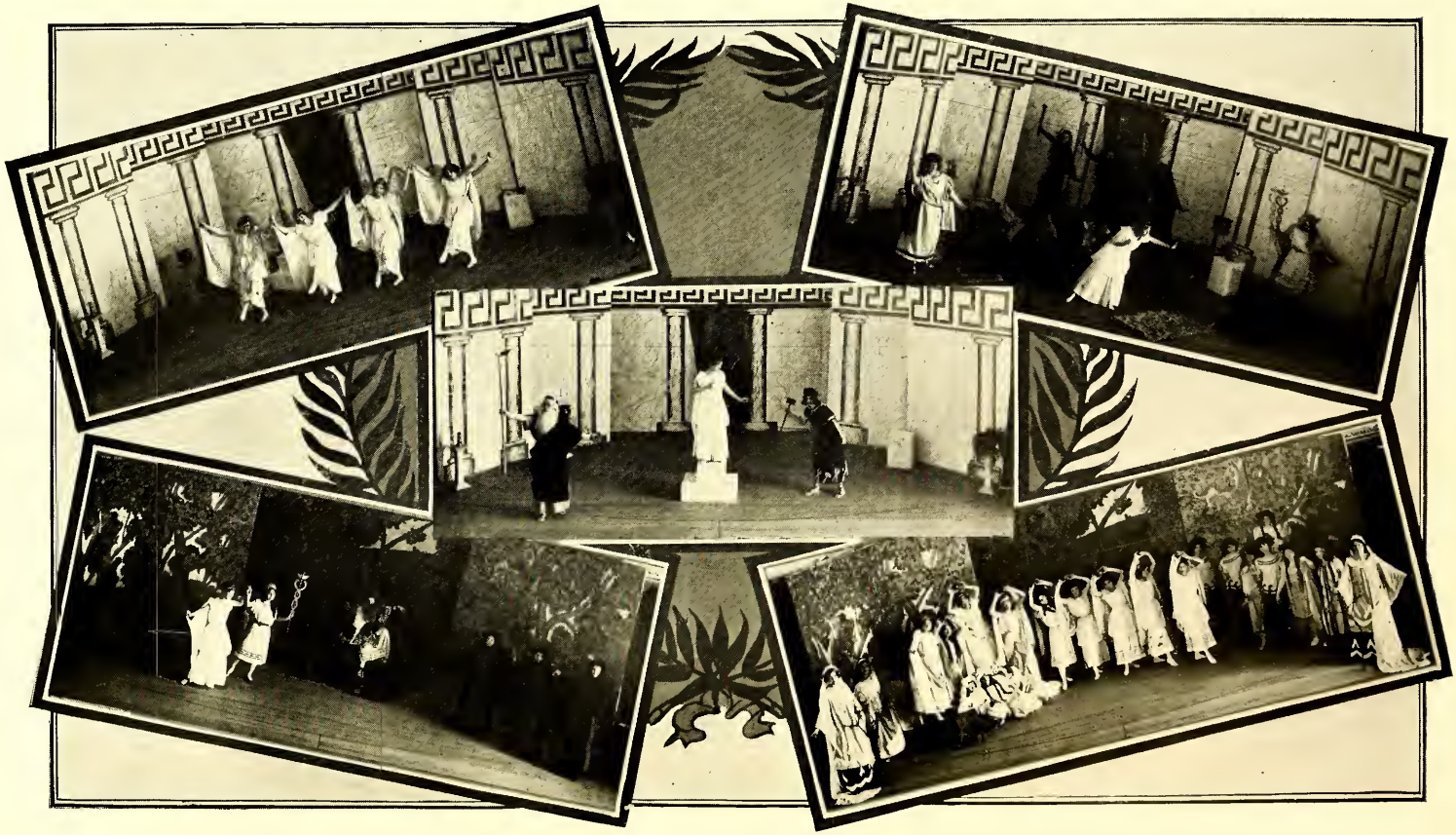
She rises early, for tennis is her delight, a game in which she is a match for the best of players. She was once defeated in an interclass game but proved her sportsmanlike spirit in taking defeat well. Slow to express opinions but lives them.

WOOLARD, ESSIE, Martin County.
Edgar Allan Poe Society.

The great, big, beautiful doll of the Seniors. Smiles! Though low of statue, she has thrown many a goal on the basketball field over her tall opponents' heads. A rather placid person with no strong likes or dislikes.

WOOTTON, ROSA MAE, Pitt County.
Sidney Lanier Society.

Never loses her head even in the most exciting moments; the coolest one on the basketball field and always comes to the front in a crisis. The class beauty, not only because of her features, but because of a distinctive charm of expression.



Scenes From "Pandora."

"Pandora"

LONGFELLOW'S masque of Pandora, adapted and developed, interspersed with nature and symbolic dances, presented by the Senior Class on March 9th, was a beautiful, spectacular performance. Each character and group was announced by a fitting musical motif. The lines of Longfellow's musical poetry and the Greek spirit, with its symbolism and mystery, were preserved. These were enhanced by the rhythmic dancing and suggestive color schemes in the Greek costumes.

All the forces of nature and the abstract conceptions of the Greek mind, symbolized, furnished a fitting background for the dramatic action of the story of creation of woman, the first human love story, and the entrance of evil into the world. The soothing spirits of the winds, waters, reeds, dryads, and the guarding forests, and the majestic snow-capped mountains stood out in contrast against the pursuing fates and furies. Zephyrus, with soothing song and dance, lulling Pandora to sleep and guarding her, and the subtle dreams gliding in and leaving the suggestion of curiosity, thus leading her to her fatal deed, made a scene of marvelous, elusive beauty. The Graces, in their light and airy dancing were full of beauty and charm as they adopted Pandora as one of themselves and taught her their arts.

Against this background, the principal characters made the story live again with all of its charm and dramatic action.

Pandora, beautiful not only in form, but also in every movement, acted with abandon and ease. Hermes, the messenger of the Gods, was the personification of lightness, a spirit not of earth but of air, as he moved swiftly from pose to pose, or danced as if flying through space. Epimetheus, the young dreamer, who loved the things of life and surrounded himself with the things of beauty, and Prometheus, lost in thought and self-contemplation, acted with ease and self-possession. Hephaestus's action was the expression of the joy of an artist in his creation of his masterpiece. Zeus acted with force and dignity.

In one of the most beautiful of all the scenes, the Greek girls danced and played ball with the fruits of the garden. The poses were taken from Greek vases and statues.

A final scene was added to Longfellow's version. In this was an assemblage of all the gods and goddesses, and forces of nature to

beg pardon of Zeus for Epimetheus and Pandora. Zeus with majestic clemency pardons them, as Hope remains in the chest. All, with uplifted hearts, sang a triumphant hymn of praise.

Miss Mabel V. Rivers, a professional coach of New York City, adapted and directed the play.

CAST OF CHARACTERS.

Pandora ..... Corinne Bright
Epimetheus ..... Blanche Lancaster
Prometheus ..... Mavis Evans
Zeus ..... Bessie Doub
Hephaestus ..... Luella Lancaster
Hermes ..... Marion Alston
Zephyrus ..... Gertrude Critcher
Graces ..... Bessie Lee Alston, Mattie Bright, Rosa May Wootton.
Fates and Furies ..... Gladys Fleming, Anna Stanfield, Sadie Nchols
Winds ..... Emma Cobb, Mary Chauncy, Ila Daniel, Mattie Cox
Reeds ..... Annie Hardy, Emily Gayle, Mary Smith
Dreams .. Emma Cobb, Helen Daniel, Geneva Quinn, Annie Smaw, Grace Smith
Forests ..... Ethel Everett, Lela Deans, Mae Belle Cobb
Mountains ..... Annie Hardy, Mary Weston
Dryads ..... Bessie Corey, Blanche Everett, Essie Woolard
Waters ..... Mabel Davis, Margaret Ross, Addie Pearson
Hera, wife of Zeus ..... Nina Gatlin
Athena, Goddess of Wisdom ..... Mae Belle Cobb
Aphrodite, Goddess of Beauty ..... Agnes Pegram
Poseidon, God of the Sea ..... Minnie Myers
Ceres, Goddess of the Harvest ..... Kate Watkins

Final Scene in "Pandora."

Tree Planting

THE Class of 1914, following the precedent of the class of 1913, planted a tree on the campus, on the night of February 12th. They selected the magnolia as a representative of the Southern tree.

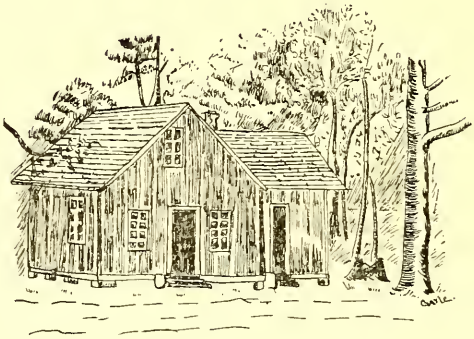
This was one of the coldest nights of the entire winter but nothing daunted the ardor of the class. All dressed in white (under long coats), and wearing the purple class tie, the class marched out gayly singing the class song. The thirty-eight hilarious girls, shivering and with chattering teeth, were followed by the brave faculty acting as sponsors. The wind and snow gave zest to the whole, adding to the ghostly effect. The girls skipped around the little tree, continuing the class song, while each member shoveled dirt on the tree with the historic spade of the Training School.

Miss Mary Weston returned to President Wright this spade which had been used for the breaking of the ground and the other class tree planting. Miss Luella Lancaster recited a little jingle full of the spirit of the occasion. President Wright accepted the tree in his most happy manner. He assured the class that they would always be linked to the school, the evergreen being a fit symbol of that linking. When the next morning dawned, the sturdy tree seemed to look with surprise for the first time over the school campus covered with ice and snow.

The Little Red Cabin

NESTLING in the woods below the Training School is a two room building, "the little red cabin," consisting of a model dining room and kitchen where the Seniors take Home Economics. The neat little Cabin with its equipment stands for the Training School's determination and ability to take that which it finds, make the best of it and obtain the best results. In the third year of the school, President Wright had a small cabin already on the place renovated; equipment was bought and with the aid of the girls a cabin was thus converted into the Domestic Science Department of East Carolina Teachers Training School.

As a climax of the year's work in cooking a series of luncheons is given by the senior class. Each couple of girls serves a luncheon to six people, preparing a menu that must not exceed a total cost of $1.25. It is with reluctance that the Seniors of 1914 give up the cabin and it is hard to believe that the kitchen in the new Science Department, however attractive, will ever become as dear to the Seniors of the future as the "Cabin" has been to their predecessors.



Literary Societies

THE two literary societies were organized in the spring of 1911. The names of the student applicants were divided into two lists. The two names, Edgar Allan Poe and Sidney Lanier, were then chosen by an inter-society committee. The method of making two lists of the new members to be drawn by an inter-society committee under faculty supervision has been followed each year.

It is the general purpose of the societies "to further the mental, moral, and social development of its members, and to create a greater love for the best in literature, music and art."

The first thing the societies set out to accomplish in coöperation was to have the portraits of Governor Jarvis and Mr. Ragsdale painted. Mr. Jacques Busbee, of Raleigh, was chosen as the artist. In order to do this they gave two public performances, "Mr. Bob," in 1912, and the light opera, 'The Mikado,' in 1913. Through these performances the necessary funds were realized. The portraits were unveiled and presented to the school on June 10th, at the Commencement of 1913.

In order to create friendly rivalry and stronger society spirit the societies established the custom of having an inter-society debate each year. The first debate, on "Woman Suffrage in North Carolina," was held in the Spring of 1913, in which the debaters of the Poe Society, the affirmative side, were victorious; the second, on "Restriction of Immigration," held April 11, 1914, was won by the debaters of the Lanier Society, the negative side.

On May 1, 1913, the two societies gave a May Day program.

Sidney Lanier

The chief events in the career of the Lanier Society have been the annual literary addresses given by Dr. D. H. Hill, Dr. C. Alphonso Smith and Dr. Benjamin F. Sledd under the auspices of the society. This year the society obtained the Frank Lea Short Company to give "Robin Hood and his Merrie Men" and "Pomander Walk" on the campus of the school. In keeping with its purpose to bring out and develop the ability of its members, monthly programs have been given and the following amateur dramatic productions: "A Rank Deception," "Noah's Ark, Jr., and "Tableaux from Courtship of Miles Standish."

Edgar Allan Poe

The special contribution which the Edgar Allan Poe Society has made to the school and community for each of the past two years has been a musical recital by musicians of note from Baltimore: Mrs. Sarah Storm Crommer, soprana; Miss Ethel Lee, cellist; Mrs. Olga Von Hartz Owens, violinist; Israel Dorman, violinist.

The first regular meeting of the society each year is devoted to a study of Poe. Other meetings of note have been the production of "Anne of Green Gables" and "When Patty went to College," both of which were dramatized by members of the society, "Dickens' Christmas Carol" and an evening devoted to Pantomimes of Dickens' characters. There have been many interesting programs devoted to music and literature.

The society in order to help beautify the campus has taken a plot in front of the dining room and planted cannas, violets and other flowers.

Y. W. C. A.

THE Young Women's Christian Association has a prominent and influential place in school life. The motton, "Give to every girl the things she needs most next," has been held as the standard of the work.

A few of the definite lines of activities attempted this year by the several committees will reveal the nature and the purpose of the work. The Membership Committee helped in the organization of the school at the beginning of the Fall Term by meeting students at the trains, by showing them to rooms, by having a bureau of information, by showing them to classrooms, and by striving, always, to make the new students feel that they were among friends. The Religious Meetings Committee has planned prayer circles and Sunday evening services with a special view to helping in school problems, for instance, having talks on wholesome friendships, and the correct ideas of honesty in student life. The Room Committee has helped to keep the school library in order. The Sunshine Committee has raised flowers in the "Sunshine" garden, and has scattered "Sunshine" flowers to the sick in the school, town and community. The committee has also frequently placed flowers in the dining room and Assembly Hall. The Association News Committee has printed and distributed handbooks containing pointers about Y. W. C. A. work, to the students. The Bible Study Committee has introduced the normal system of Bible study. Each member of the Normal class, which is taught by a member of the Faculty, conducts a class. The Social Committee has had informal socials to bring the girls together.

The cabinet last year established the precedent of having an annual Y. W. C. A. sermon at commencement.

The association has kept in touch with the world-wide work to some extent, not only by means of correspondence, but most effectively by means of delegates sent to conferences and councils, four to the Blue Ridge Conference at Black Mountain in June, three to the Student Council at Raleigh in November, and two to the Student Volunteer Convention at Raleigh in January.

There has been an effort to enlist the coöperation of every girl in the Association and each girl has been made to feel that she has a part in the work of the association.

Athletic League

THE Athletic Association organized on November 10, 1913, now numbers 97. The League, with the help of a faculty advisory committee of three, has made possible and developed various phases of athletics, in spite of the lack of a physical instructor.

The purpose of the League in the Training School is threefold: To encourage and develop athletic spirit; to provide recreation for students; to train girls to carry on independent athletic activities.

Three branches of athletics, basketball, tennis and cross-country walking, each supervised by a faculty member, give a variety of sports.

There are ten tennis courts and two basketball courts on the campus and miles of good roads (?) at hand. The use of all of these manifests the athletic spirit in the students and points to a realization of the importance of out-door exercise.

The climate of Eastern Carolina is so mild throughout the winter that out-door exercise is possible almost the year around. For this reason, the locality presents big possibilities. Greenville is located on a river, and rowing and swimming under proper guidance might become great sports. The greatest need then is not so much a gymnasium as a physical instructor, who can devote her whole time to the work and use the outdoor gymnasium at hand.

During the entire year sustained interest has been shown in basketball and a number of match games have been played. Thanksgiving day was the climax of the fall athletics, for on this day the following games were played: Senior vs. Junior; "F" (one year professional) vs. "B" (second year academic). The score in the former was 10 to 2 in favor of the Seniors, in the latter 11 to 9 in favor of the "F."

The characteristics of the Senior players were the level heads, beautiful team work, zeal and determination, all of which were manifested in a marked degree throughout the year.

Interest in athletics culminated in a basketball tournament held during the first week in May. A loving cup was awarded by the faculty to the victorious basketball term. This was won by the Junior class. Prizes will be awarded to the champion tennis players.

The league has accomplished many things toward the goal for which it is striving. The work accomplished is due to the interest of the faculty and the coöperation and enthusiasm of the girls.

Special Happenings of the Year

COUNTY and town look to the Training Schhool as the center of various activities of interest to the community. Sometimes these activities take the form of lectures, concerts or dramatic performances, sometimes of athletic contests or again of informal talks at assembly exercises. Not only the school and the country at large, but China and Brazil have made their contributions to the Training School this year. Only a few of these events, however, can be mentioned here, but those mentioned are typical in character whether they come from without or from within the school.

In October, Dr. Von Erzdorf, malaria specialist for the National Government, made a talk on "The cause of the disease and ways of preventing it." Dr. Von Erzdorf spent several days at the Training School studying conditions affecting malaria. As the result of his tests for malaria only eleven cases were found in the school.

In November, Mr. Jaques Busbee, of Raleigh, lectured on "Our Native Trees and Flowers." Mr. Busbee is an authority on this subject and he combines with his scientific knowledge an artistic appreciation of the relative value of our native plants for landscape gardening. The Training School hopes to demonstrate on its grounds some of Mr. Busbee's theories in regard to the value and effectiveness of the beauty around us.

Although one who has seen the original plan of the campus might look in vain for the library building represented thereon, yet the school does possess some books, as the beginning of a library, and each year is adding more. Hence a talk by Dr. L. R. Wilson, librarian of the University of North Carolina, on ways in which one can make the best use of a library, was much appreciated by the students.

Dr. J. Y. Joyner, Superintendent of Public Instruction, Chairman of the Board of Trustees, and a member of the Executive Committee, is always a welcome visitor to the Training School. This year the improvements being made on the buildings have necessitated more frequent visits than usual. The opportunity of hearing Dr. Joyner is always gladly received by the students. Whether he talks on educational problems or on the ideal woman, all that he says is of practical value.

The birthday of Robert E. Lee was celebrated this year by songs illustrating four types of patriotism, and a paper by Miss Sallie

Joyner Davis, of the History Department, in which she developed the value and influence of the life of Lee as a man and as a general.

One of the most enjoyable entertainments of the year from the outside was the presentation of Pinero's English Comedy, "The Magistrate," by the University Dramatic Club on February 18th. The alumni of the town coöperated with the Senior Class in bringing the Dramatic Club to Greenville. This comedy, full of amusing complications, crisp, droll dialogue and rich satire furnished abundant opportunities for the clever comedians from the "Hill." The audience was thoroughly appreciative and liberally applauded the good dramatic points.

On George Washington's birthday, the history class, under Miss Davis' Supervision, presented a Colonial Pageant in six episodes. This pageant was enthusiastically received by the public.

Among those visiting the school for educational purposes the Chinese Commission is most prominent. The Chinese Republic, in its search for the best modern educational ideas sent to Europe, Canada, and America, a commission composed of Pingwen Kuo, Ph.D., of the Commercial Press, Shanghai, Yon Chen, of the Kiangsi Provincial Educational Association of Shanghai, and Tsenji Yu, of the Kiansu First Provincial Normal School, Soochow. The Training School was honored as one of the places to which the United States Commissioner of Education directed the Chinese visitors. The Commission came with the intention of spending only one day, but they found so much of interest and value in the school, that they remained three days. They visited the plant and studied in detail the office with its efficient business management. Since they were particularly interested in strictly professional work, they spent much time in the Departments of Pedagogy and Primary Methods.

For Dr. Benjamin F. Sledd's lecture on "Lanier in Baltimore" and for the privilege of hearing his folk stories and real witch tales, the school is indebted to the Sidney Lanier Society.

On March 19th, Dr. Bruce R. Payne, of George Peabody College for Teachers, Nashville, Tenn., made a hurried visit to the school. While here he made an inspiring talk to the students on the privilege of being a teacher. Dr. Payne's enthusiasm on the subject, and his earnestness and optimism on the present conditions make it evident why he was chosen as President of the Teachers' College of the South.

Governor Jarvis, identified with the school as a member of the Board and as Chairman of the Executive Committee, is recognized by the students as the State's "Grand Old Man," and they always welcome an opportunity to hear of his experiences. The History Department was fortunate this year in getting him to make an address before the school on the Reconstruction Period in North Carolina. Governor Jarvis's active part in the stirring events of the period and his unprejudiced way of dealing with the subject gave to those who heard him, a knowledge of the period not to be obtained from books.

The first annual meet of the Eastern Division of Public High Schools was held at the Training School on April 17. This meet proved a great success. The trackmeet in the afternoon, in which only boys took part, showed excellent work. The recitations by the girls and the declamations by the boys in the evening were also creditable. This is the beginning of a movement in East Carolina which promises much for the High Schools.

An account of the recital by musicians from Baltimore under the auspices of the Poe Society and the Frank Lea Short Players in "Pomander Walk" and "Robin Hood," under the auspices of the Lanier Society, has been given elsewhere.

School Notes

President Wright realizes the importance of keeping in touch with the broad and progressive educational thoughts of the age by attending the important educational meetings. He always passes on to the students and faculty the best ideas expressed in these meetings. He has the gift of winnowing out the chaff from the wheat. He ever has in mind the thought that he must either bring something to the school or carry something away from it to others. This is a constant source of inspiration to students and teachers. During the past year he attended the Southern Commercial Congress at Mobile, Alabama, and the Southern Educational Association at Nashville, Tennessee; he spent one week attending Educational Conferences in New York and a division meeting of the N. E. A. in Richmond. He attended the Souther Educational Association and the Conference for Education in the South, which met joiintly in Louisville, Kentucky. He is a director of the latter organization.

Much extension work has been done by members of the faculty during the past year. Miss Muffly supervised the Public School Music in the Kinston and the Greenville Graded Schools during a greater part of the year. She spent two days in each month in Kinston outlining the work for the teachers and observing their work and giving demonstration lessons. She spent one day each week in the Greenville Schools.

Both Beaufort and Edgecombe counties held a series of "Community Uplift" meetings. Professor Austin and Professor Wilson each spent a week in this work in Beaufort County and President Wright and Professor Wilson made talks at several places in Edgecombe County.

Miss Herman, of the Science Department, has given a series of lessons on biology to the Teachers Association of Pitt County.

A number of times during the year the president and members of the faculty have addressed county teachers' meetings.

Several members of the faculty were in the program of the last meeting of the Teachers' Assembly. The subject of President Wright's address was: "Is vocational training practical in the case of the average North Carolina High School Student?" Miss Muffly talked on "The value of Public High School Music"; Miss Barrett presented a paper to the Primary Association on "Habit Formation in Primary Grades"; Miss McFadyen was chairman of the program committee of the Association of Primary Teachers.

The members of the Training School Faculty are in much demand throughout the State as commencement speakers.

During the winter President Wright addressed the Women's Clubs of Goldsboro on the subject: "Modern tendencies of Education." He also made a talk to the combined Women's Clubs of Greenville concerning the scholarship the clubs are planning to give the Training School.

President Wright spoke at a mass meeting which was held at the Greenville court house for the purpose of organizing a parent-teachers' club for school betterment. Miss Daisy Bailey Waitt explained to them the School Betterment Movement. Miss Waitt was made vice-president of the organization.

Prof. C. W. Wilson acted as Superintendent of Pitt County for a short time after the death of Mr. W. H. Ragsdale.

Three of the members of the faculty, Prof. C. W. Wilson, Prof. H. E. Austin and Miss Sallie Joyner Davis, have erected attractive homes near the Training School grounds.

The chief social event of each year is the reception given by President and Mrs. Wright to the Senior Class of the school. The reception to the 1914 class was given on April 27.

The school has adopted a banking system in the bursar's office. The students make their deposits and withdrawals as they would in a regular bank. This is not only a great convenience, but gives excellent business training to the students.

In order to get material for problems in Industrial Arithmetic, the Senior Class, under the direction of Miss Graham, teacher of Mathematics, watched the marketing of tobacco from the time it left the field until it was in hogsheads in the stemmery ready for shipment to England.

The Thursday evening Twilight Story-telling at the Training School has become a feature. Stories of every type—animal stories, historic stories, fairy stories, folk tales and many other kinds—are told by different students and sometimes by members of the faculty, and all interested gather to hear them. In warm, fair weather the listeners assemble out on the campus and in the winter the circle gathers in the Assembly Hall. The story-telling was started by Miss Mamie E. Jenkins, of the English department, and she has been the inspiration of its continual growth.

The Story-tellings are not only a delight to the listeners, but are of real value to the story-teller and many good story-tellers have been developed. During the winter, Training School girls have frequently told stories at the Saturday afternoon Story-telling at the Greenville Public Library.

An article, "Improvements in the Teaching of Arithmetic," by Miss Maria D. Graham, of the Department of Mathematics, appeared in the January issue of *North Carolina Education.*

Mr. Leon R. Meadows, of the Department of English, has had a year's leave of absence and has been studying at Columbia University.

The President's Home.

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The Bondage of Precedent

Hon. Henry A. Page

An address delivered before the graduating class of 1913.

I AM not unmindful of the fact that an address on such an occasion as this would naturally bear close relation to the purposes and aims of this institution, taking into consideration the fact that most of its students are young women preparing or prepared for teaching in the public schools of the State. If we allow the propriety of this limitation, and accept the usual and common interpretation of its borders and boundaries, such acceptance at once rules your speaker of the morning out of the list of possible performers on commencement occasions (a state of affairs which would be far from distasteful to me personally, and a matter of small moment), but in my opinion would at the same time exclude from our consideration and thought this morning some of the most important of the practical problems confronting our State and clamoring for consideration and solution. By this I mean to acquaint you at the outset with the fact that your president has imposed upon you for this occasion one who by both inheritance and training is incapable of making "the gurgling mountain torrent meander among monstrous boulders from its hidden home in the mighty hills to the placid bosom of the billowing deep."

For me no "blushing floweret diffidently raises its timid face among the brown leaves of the hidden fastnesses of the silent forest," no "gleaming shaft of glorious light breaks through the lowering cloudlet which obscures the dying rays of the setting king of the day."

"Such as I have give I unto you," and if it turns out that the offering is out of harmony with the occasion the indictment should be brought against the head of this institution, because his knowledge of my shortcomings was complete, and his liberty in selection unlimited. With this foreword, which is given by way of explanation, and not in apology, I would undertake to direct your attention to a growing tendency of human nature which in my opinion is the most

potent and powerful hindrance to progress in every line of human activity and thought. I would call this influence the bondage of precedent, meaning our inability or unwillingness to attempt to solve the problems of today without dragging in to such solution the processes of yesterday: the mistake we make in holding on to the means by which the successes of the past were attained, instead of giving all our energy and thought to the discovery of processes in keeping with the new problems.

Perhaps the trouble lies in our lack of positive convictions as to the purposes and aims as well as the end or destiny of human existence. Do we inquire into the why of things? Why the earth itself? Why the human race upon the earth? Why all the things we see and know, and what are their relations to each other and to us? A degree of harmony and interdependence between the forces of nature with which we come into contact argues an intelligence antedating the existence of things. The existence of the cause being established it should be easy for us to recognize from the harmony which exists in what we call the natural forces of the universe that there was and is a great plan, a deliberate scheme or schedule involving the universe, a definite purpose. When the divine voice commanded "let there be light," the impelling motive was not merely the exercise of control over the elusive forces of awakening nature, for idle or uncertain purpose, but rather the definite calling into existence of an element for which there would be imperative need in the unfolding of a definite plan.

Is it within our province to seek to know what this plan is? To undertake to so study and consider conditions as to determine as nearly as we may our own place and part in this world drama: what we are here for, what is expected of us, how we may creditably acquit ourselves and justify our existence? How else can we intelligently coöperate in working out a development of which we are manifestly the most important part? Therefore I take it, it is our business to bring ourselves into some definite and intelligent belief concerning the purposes and plans for which we and all things else exist, and then exert all our powers in coöperation with these purposes and plans. I am afraid a great majority of the human race never even once undertake to reason out any definite purpose for the existence of the world itself, and the forces and substances we are from time to time finding here which have existed through the centuries of human occupation without previous discovery. Why a store-house of unknown substances, coming to light as man's intelligence reaches higher levels? Why man himself with the same

unknown and unfolding possibilities of development, reaching upwards for more light, ever and always? But little imagination is needed to reach the conclusion that somewhere back in the beginning, the whole scheme had a definite detailed plan. A planet placed in its setting by omniscience, controlled by what we call natural laws and stored with all the substances which the onmarch of human intelligence will ever need in order to work out its own destiny, the simplest forms of things on top, uncovered and in the sight of the primitive creatures who began this experience here in the ignorance of the infancy of the race. What is the problem or purpose and what the process? We cannot get away from the conviction that the experiment is in the nature of a scheme of development, with the earth as a school room and man the pupil: and the purpose to give the human race the opportunity to work its way out of ignorance into a knowledge as broad as the universe itself; to develop the creature man until he shall have gained mastery of the hidden secrets of the universe, including the latent powers within himself, and by this very process to reach at last kinship with the divine, not merely in goodness and purity, but also in the infinity of knowledge. The problem is one of development; the process one of growth through constant changes. The advance in knowledge uncovers a need hitherto unfelt, and the need in turn spurs inquiry and invention to supply the new want. If this then be the great plan and this the process there is no escape from the conclusion that in all the history of man's acquirements and accomplishments not one single triumph has ever been attained which was not subject to the revision of a fuller light of a later day: no atom of truth has been unearthed which time and further development has not proved or will not prove to be at best no more than a partial truth. In fact the process has been that the most cherished truths and the most boasted accomplishments of any particular age, have, by succeeding generations been shown to be mostly error. So men today evolve a theory or accept a belief, the sun sets to rise on a new day and yesterday's theory and yesterday's faith need amendment to fit the changes of the night. If this be true, if one bit of knowledge gained is but a stepping stone to the solution of the next unknown problem: if the conveniences and accomplishments of today are valuable only as they give a vantage ground for the betterments of tomorrow; if we had a clear realization of all this, would not the abiding conviction that we see but in part cause the straining of the eyesight to the coming ray of light, and turn the alert mind ever to the future, eagerly watching and striving for the next step upward? The acquirements and mastery of the present would

afford no further gratification than as they made a standpoint from which to peer into the mysteries of the future. We could never be satisfied with the existing status in any thing, because we could never get away from the fact that something better was just ahead, and the competition between men would find its fiercest expression in the search for that which was new. We would be eager to try out, to put to the test every suggestion that looked toward the betterment or broadening of the conditions that surround and proscribe human life. Contentment would become an unknown quality and research and discovery become the absorbing occupation of the race. Yesterday's hold upon today would be loosed and the bondage of precedent thrown off. But how has it been with us? What does the history of mankind show? That for the most part men have been content to exist upon the earth; regarding it merely as a finished home for their occupation, spending life in boastful contemplation of past accomplishments, (which have already been thrown to the discard perhaps), and hugging to themselves the delusion that they are part and parcel of the most progressive and enlightened age the earth can ever know. The means of living become to us the ultimate end and aim of life. We live here and are content to find pleasure and happiness and employment in the out-of-date things our fathers provided, and so leave the earth as we found it, unscarred by our endeavor. There has existed a curious conceit in all ages of living men that they have reached in the development of human life the highest point that is or ever will be possible of attainment; and so content has wrapped the folds of idleness and indifference around the very hope of progress and advancement.

There have been a few great minds in the history of the world that refused to accept the limitations of the known. The positive discovery of a new truth, or the equally valuable proof of the falsity of accepted truth has, at long intervals marked epoch making strides in progress, but it is certainly true that the attitude of the multitude has always been hostile to new ideas and discoveries. In the industries, not one of the great labor saving inventions of the centuries escaped the opposition and ridicule of multitudes of men. Most of the conveniences of modern civilization were in their early histories condemned as innovations, and prophecies of failure were the rule and not the exception. The history of the slow progress of human development has always been the same. Some great truth, hitherto unknown, usually contradicting accepted theories, given to the world, finds instant and general rejection, to wear its way into common acceptance after years of skepticism, only by its own inherent quality

of being the truth and by the process of slow assimilation. So grievous is the bondage of precedent.

If the minds of men had always been open and eager for the unfolding of the mysteries of nature and grace: if every man made it the chief end and aim of life to strive to the utmost to fully develop the latent possibilities within him, do you think the mysteries that surround human existence could have stood so long? Do you imagine, for instance that such men could have lived upon the earth for more than 5,000 years without discovering that it was round? Suppose an eager hunger for knowledge and power to have always existed, can you think for a moment that the tornado could still work its uncontrolled will upon the inhabitants of the earth, and the lightning's dread power remain unharnessed? That flood could destroy in one part of the world while drouth and famine reign in other portions? That poverty and want could exist in the sight and sound of luxury and waste? If the human race had from its beginning attacked the problems and mysteries and injustices lying in plain sight, from the vantage ground of zealous learners in life's school, do you think that in this good year of grace, after 6,000 years of accumulated culture and schooling in research after truth, one man could successfully lay claim to a divine right to rule over his fellow-men? To what heights and depths and breadths now unknown and undreamed of would the enlightened human mind have attained under such a program as is here outlined, in the period of man's stay upon the earth! Instead of the mere novelty of instant communication around the earth without material connection, might we not by this time have reached a stage of human ingenuity which made inter-planet communication common, and have so cultured and refined the gross material of humanity that God might direct us for the future face to face, or at least with but the glorious veil of the burning bush between? But the enslaving bondage of precedent has held the race to a snail's pace growth and I have no doubt that the great Designer in disappointment and disgust at our stupidity and sloth has many times since the day of Adam repented Him that He had made man!

But it is my purpose to bring this subject closer home to us, and to undertake to make an application of the principles I have been talking about to our political and industrial conditions here in North Carolina. I understand that most of my hearers are supposed to esteem other subjects above either politics or business, but these things so vitally affect the peace and welfare and happiness and prosperity of every individual and every family as to justify the

serious consideration and call for the best thought of every class and condition of people. This is especially true of you, my young friends, who are to give your time and talent to the training of those who shall constitute the next generation of active workers in our State.

In politics and with reference to policies of government we should congratulate ourselves that there exists in our day a widespread and growing demand for changes in political processes and practices and methods in harmony with the changed conditions of life with which we have to deal. Until the rise of the so-called progressive sentiment of recent years, which is now gaining ground within the ranks of all the political parties of the land, our theory of self-government was very largely theory and very little fact. It may be true, indeed it is true that every formal statement of the fundamental principles of government that has ever been issued or adopted in this country has had for its foundation stone the accepted theory of "government by the people," and yet every such propaganda has tacked on to it an aside or bracketed parenthesis in the nature of machine-made limitations and restrictions, declaring with startling candor and effrontery that the people are not yet capable of self-government. Into this gap between principle and practice a host of ambitious men who highly esteem their own fitness for the responsibility of government have thrown themselves, and the professional politician has prospered in the land! I am not now commenting on the kind of government they have given us. Acting as rulers instead of servants of the people, by the passive assent of the people themselves, they may have been as a rule both capable and patriotic. That is not the question just now. The trouble is that the parasite has grown so tightly to the parent trunk that it now assumes parental functions. Precedent is invoked to sanction as an inherent right a privilege which began as a license, and the tail is wagging the dog, in spite of the fact that the dog is at last awake and wants to wag his own tail! All over this land the people are coming to believe that they have attained to the capacity for real self-government, and are reaching out for the reins. The last argument of the standpatter is the Constitution, and the plea of infraction of organic law stands in the way of direct methods and positive policies in both Nation and State. It is no wonder that the demand for revision and amendment of our Constitution is gaining force as the people become better informed of its restrictive interpretations. But those who are profiting by the hidebound restrictions of this ancient document are busy with prophecies of disaster. We are being warned that it is a well nigh

sacred instrument, and that the very existence of the Commonwealth depends upon our reverence and respect for it. Let us see: it is invoked to protect and perpetuate a waste of public funds at a dozen points; to keep in force a system of taxation which results in robbery and confiscation on the one hand and special privilege on the other, and to procure escape from punishment for criminals who are able to pay the price. In its day I doubt not that it was a useful and able production, but many of its provisions have long since passed their day of usefulness, along with the style of our grandfathers' waistcoats and the cut of their stocks. It should have been revised and renovated and changed and capable of revision and renovation and change, along with these garments, to keep step with the changes that have taken place in need and opportunity. If the people are really capable of self-government at last where is the danger in permitting them the right to amend and alter the organic law of the State as occasion demands and by the same process used to keep other laws in harmony with the changing conditions? Danger to whom? And who dares to stand out in the open and say in plain English that the people are not fit for direct government? Our fathers had no more right to bind upon us the product of their minds than they did the product of their looms. There exist today conditions in government which they could not possibly foresee, still later changes will come tomorrow and next year, and there is stronger reason now for making our Constitution simple and direct and responsive to the will of the people than there has ever been for changing last year's style of dress.

The abnormal and disproportionate growth of the spirit of professionalism which is an outgrowth of overgrown reverence for precedent is largely responsible for the lopsided and topheavy condition prevailing in government and business and society. In passing I am going to be reckless enough to say that much of the ineffectiveness and many of the sins of omission being charged against the church are growing out of the excessive movement toward professionalism. Instead of a well-defined policy of conservation of energy and combination of effort, an economic use of all resources in harmonious unity of purpose against the common enemy, we find the attacking forces divided and still dividing into small semi-hostile camps, and the spirit of jealousy and little meannesses of rivalry crowding out zeal for righteousness. The mere multiplication of small church buildings, standing cheek by jowl all over this land, is in itself an indictment of the capacity of the church for really effective organization.

But the stronghold of antiquated precedent, the very bulwark of outworn and useless procedure is to be found today in the judicial department of our government. I have had a long and rather successful experience at the bar in North Carolina—as a client. That old couplet about feeling the halter draw with good opinion of the law cannot be quoted against me, because results have usually been in my favor. I have no personal grudge nor grouch. In fact personally I have no quarrel with the courts; but my observation of the administration of law, the rules of evidence, the controlling dominating power of precedent, the insistent demand and respect for authorities, the slavish adherence to obsolete forms, the multiplication and influence of technicalities, the constantly increasing ranks of surplus attorneys at law, the needless and expensive multiplication of litigation and the cloud of mystery and uncertainty associated with the whole process have driven my mind to the definite conclusion that the administration of law is so completely under the dominion of precedents long since dead and unburied that there can be no hope of reform from the inside, nor yet by amendment or the mere process of lopping off here and adding there. To modernize the court-room in harmony with simplicity, directness and real equity, calls for a bonfire of authorities and precedents and a new start. There is no such thing as an exact science or even a final arbiter which commands respect in the whole process from beginning to end. The very best we can get out of it is the opinion of some mere man, whose faith in his own opinion is based on the belief or utterance of some other mere man or set of men who preceded him, and this supporting opinion in turn depending on a still earlier utterance of a still more remote period, and so on and on back to Blackstone, or even Moses if you please! But the serious part of the whole farce or tragedy is that the final judgment favors one litigant or the other, just as the court happens to start at the tail of one line of opinions or the other, for there are always at least two conflicting lines of opinions into antiquity! Precedent grafted on to precedent, inheritances of forms and procedure from a past which have no proper relation to the conditions of today, an overcrowded profession, nonproductive in its character, and at least in its surplusage, a grievous burden on productive industry, because in the very nature of the case it does not and cannot furnish service of real value in return for what it receives from organized society. It is no wonder that this progression of evolution of precedent has produced a result out of harmony with the direct tendencies of modern life, and become a grievous burden on the economic production and distribution of

wealth. Am I severe, do you think? Is this criticism of the system —not the men, mind you—unwarranted? Let us see.

Fourteen law suits were duly and solemnly tried in different court-houses in North Carolina. A learned and severe judge on the bench in each case to see that no violence was done to that mystifying product of precedent called law. Twice fourteen attorneys and more brought to bear on these cases the legal lore of the ages since Blackstone. Fourteen pompous sheriffs and bailiffs a plenty preserved order and demanded respect beyond the deserts of the place or the occasion. Fourteen panels of twelve good and true men each sat solemnly on the issues, and law and fact were duly and seriously weighed, and in each case a verdict found supposedly in harmony with justice and equity and law. Fourteen appeals were docketed and the cases reargued by the two dozen and more attorneys, and the learned justices of our Supreme Court pondered law and precedent, argument and citation and notation. The result: six were declared correct and affirmed, while eight went back for new trial. In other words eight out of fourteen were wrong according to the State's highest tribunal. In another batch of eleven every one was either reversed or dismissed or sent back on error for new trial. A clean sweep! A still later decision day brought forth seven new trials or reversals or dismissals out of twelve cases. A total of twenty-six found wrong out of thirty-seven cases. I am not presuming to say that the errors did not exist. I presume they were there all right, nor do I venture to criticise the men concerned, but what of the system? You or I or any other common layman can guess right half the time merely by the laws of chance, without being burdened with legal lore. And in the face of such a record as this we allow precedent to hold us silent while a machine with missing cogs grinds out our justice and absorbs our substance in the process, using for grist the cobwebbed precedents of a past long gone and in all other respects long dead! Consider the workings of the system: new outcroppings of technicality grafted on to old precedent, hearings and rehearings and appeals, saids and aforesaids, wherefores, whereases, hereinafters and aforementioned, all hands guessing in the dark at problems which have no solution in reason or fiction, and the only point upon which all agree is that the case must not by any accident reach a conclusion from which there is no resurrection. Is it any wonder that they are literally filling the earth with ponderous volumes crammed from index to finis with differing and conflicting opinions of what law is?

Again I wish to repeat that I am not decrying attorneys in any

personal sense. It is the outworn system precedent has built up around them, wholly lacking in directness and straightforward effectiveness which I mourn and I hesitate not to pronounce many of the processes and even results the very refinement of absurdity. Every suit at law is in one way or another a distinct waste of the resources of organized society, a direct charge on the total productive capacity of the community. If the race had from the beginning zealously worked in harmony with the great plan of progressive development, it would have reached some thousands of years ago, the stage of prevention of crime by restraining the criminal instinct, and largely the prevention of civil actions at law, by general agreement or at least dominating assent to the basic principles of justice and right. Instead of moving in this direction our civilization seems to be promoting a tremendous increase in discord and strife, and providing greatly increased court facilities at the expense of law-abiding industry.

We hear much these days of the high cost of living, and economists and statesmen scan conditions of life everywhere in eager search for the cause and the remedy. Artificial conditions are created and changed and abolished and recreated in the effort to locate the evil, and still it abates not one jot or tittle. The trouble lies immediately in our sight on the surface of things, and we see it not because it is unconcealed. Organized society must benefit in some material way from the activity of each of its members if the organization is to be an harmonious whole. The ranks of our professions are crowded far beyond our economic needs. Thousands of men enter the professions in excess of a safe ratio between producers and nonproducers and in excess of the reasonable need of society for professional services. Many of these men are not needed in the places they are trying to fill, and even if they were needed many of them lack equipment and natural fitness to attain success in professional life. The surplus here causes a shortage of productive workers and the inexorable law of supply and demand does the rest. This violent variation from the economic ratio of distribution of energy is aggravated by a still further defection from our productive population to the so-called more respectable avocation of tradesmen, and the number of middlemen between the seller and the buyer is multiplied by four, the broker, the wholesaler, the retailer and the traveling salesman, each and all absorbing in cost and profit a portion of the value of the commodity, with the result that the seller receives too little and the buyer pays too much.

My young friends, I hope I have not wearied you, and I come now to the application of what I have tried to say; my real message to

you. Teach those who shall be entrusted to your care that there is a dignity akin to that of deity in real creative labor. Show them that contact with clean dirt is not defiling, and that overalls are badges of honor. Inspire them with the creative instinct, with an eagerness to cause something to grow, to exist, on every bare clod; to lend their brawn and brain to nature and labor in copartnership with her. Point out to them that the hills and valleys before them challenge to combat, and every yawning canyon dares the engineer; that the mountain is there to be overcome by man's genius, and the rivers to be turned to his use. Make them to gloat in eager anticipation that a noble vessel shall turn and move at their wills in the midst of the sea, or that their masterful hands shall guide the flying wheels of commerce.

Then point out the crowding throng of those who serve for fees; the outstretched hands and itching palms, whether in kitchen, behind the counter, at the bar or in the pulpit, and give them to know that these, all these, are dependent for daily bread upon the whims and caprices of their fellow-men.

"For to Me to Live Is——?"

Phil. 1:21

H. C. D. Maclachlan

Commencement sermon for 1914

I WANT you to imagine that the last word is left out and a mark of interrogation put in its place so that the text will read: "For to me to live is— ?" Every one of us whether our lives be low or high, whether we be drones or workers in the hive, have some supreme end which we set before us in life. And the question of questions for us all is this—Is the end that I am setting before me the best end? Is it an end really worth while at all?

I. *Pleasure.*—A great many people, at some time or other of their lives at least, would alter Paul's words to read, "For to me to live is pleasure." Young people especially are apt to want to reduce the whole of life to these terms. They want to "have a good time"; to seize the passing moment and make it quiver with joy; to pluck all the luscious fruit that hangs so temptingly within their reach; nay, to shake the very bough itself in order that the tree may yield all its fruit into their lap at once. And I am not speaking of the lower sensual pleasures—I would not dishonor the bright young faces before me by so much as mentioning in your presence those "dead sea apples that turn to ashes in the mouth." But there are other forms of pleasure-seeking than these, namely, those amusements and pursuits, which carried to excess, minister only to the selfish joy of life and deaden the sense of duty and responsibility. To be a pleasure-lover one need not be vicious; one need only be weak, inconsiderate and selfish.

For consider this, that to live for pleasure is *beneath the dignity of man.* It is to lower him to the level of the brutes that perish. "A being," says Thomas Carlyle, "animated only by the sensuous springs of pleasure and pain ought properly to go on all fours and not lay claim to the dignity of being moral." The thing that distinguishes a man from his horse or a woman from her lap dog is just that the latter if left to themselves would never seek anything but their own satisfactions and comfort; whereas, the former—the man, the woman—have that in them which is ever calling for the sacrifice of these lower elements for the sake of the higher goods of life. Pleasure again, as an end is self-destructive. It is a house divided against itself. To seek it for its own sake is inevitably to miss it and find instead only satiety, ennui and disgust; for true pleasure is coy, and

comes only as the reward of work well and faithfully done. The thirst for pleasure is never satisfied. Like the daughter of the horse-leech it cried ever, "Give, give." Its demands grow with its satisfactions. What pleasure-lover has not found that the thing that pleased him yesterday wearies him today and will disgust him tomorrow, so that by his indulgence in pleasure he loses in the long run the very capacity for pleasure altogether? This is "the crime of sense avenged by sense," of which the poet speaks. It is the penalty that nature exacts for the breaking of her immutable, spiritual laws. It is God's protest against trying to satisfy an immortal soul on the husks of the earth. Jingle the folly bells long enough and they end in a dirge!

II. *Culture.*—Another aim that some set before them in life is that of self-culture. And it is good so far as it goes. There is something very beautiful and fascinating about the old Greek ideal of making a fine art of life and chiseling out of its raw material a perfect model of symmetrical manhood and womanhood. It is good, other things being equal, to be cultured. It is good to read books. It is good to keep in touch with all that is highest and best in the world around us. Browning, Tennyson, Emerson and Carlyle *are* food for the soul. God is not honored, but on the contrary manhood and womanhood is lowered by ignorance and uncouthness of any sort whether of mind or manners.

But when culture is made the sole end and aim of existence it simply misses the whole point of life. In the first place it is selfish at heart. It thinks only of the chiseling of its own features and the moulding of its own form, while the rest of the world may go ugly and miserable for all it cares. It turns with contempt from the suffering and sin of the world as things which interfere with its high-art programme and disturb its philosophical calm. It begets dislike for "the common people" as it calls them; it bids us draw our academic togas around us and pass disease and squalor by on the other side. Even if it take the form of charity (and it sometimes does) it is apt to be that of a cold dilettante playing at "my lord benevolent" or "my lady bountiful," rustling in silks and satins among the denizens of the slums in order to catch a new culture-sensation.

If you think the picture is overdrawn hear what Nietszche, one of the modern prophets of this culture-gospel, has to say about the common people: "There are only three respects in which the masses appear to me to deserve a glance—first as blurred copies of great men, executed on bad paper and from wornout plates; secondly, as opposition to the great; and lastly as instruments of the great; for the rest let them go to the devil and statistics."

But if to be argued—and culture often enough goes that far—that it is not the chief business of life to uplift the weak and fallen, I answer that, even if that were true, the culture-gospel would yet bring no ultimate satisfaction to the soul. It is beautiful but unsatisfying. Man's soul is made for higher things. If man were made only for this life; if he had no social sympathies; if he were not linked by ties that cannot be broken to the sin-sick world around him; if the university professor were not the brother of the thief in the slums and the member of the woman's club the sister of Magdalene on the street—then I grant you that Christ was wrong and Athens was right when it made self-culture the chief end of life. But so long as man is man—so long as the pain that wrings my brother's heart is my pain also, which I cannot wholly assuage until I have first helped him—so long as the greatest thing in the world is not the laurel wreath of the poet, but the Cross of Love—so long as the simple story of an act of heroism and self-sacrifice by some day-laborer or ship's-stoker can make the heart even of the university graduate beat faster than the most moving lines of Shakespeare or Homer—just so long will the heart of man refuse to be satisfied with any philosophy of life that bids us set self upon a pedestal and bow down and worship it as the vision beautiful.

This is no theory of mine; history has tested it. If ever the culture ideal was honestly tried it was by that group of men who at the end of the 18th and the beginning of the 19th century circled round Goethe and Schiller. Their avowed gospel was *la culte du moi* —the culture of myself. They are eloquent, learned, witty, and some of them were wise. They wrote poetry, philosophy and history; they created schools of thought; they gave a name to a new period of universal literature. But in the science and philosophy of living they miserably failed. They were dissatisfied; they were restless; they were ennuied; all of them were unhappy. Having cut the conduits through which flowed into their lives the stream of common human sympathy, their own stream of life ran, sparkling, perhaps, but lower and lower until the channel was almost dry. Some ended in the mad-house; one committed suicide; others took refuge in the communion of Rome; still others, like Heine, grew bitter and sarcastic with life; and all confessed that the whole culture-scheme of life was a hollow mockery of human hopes. Goethe in his journal says that he had never known three weeks of genuine happiness in all his life. And this is what Shelley who had adopted their gospel of life, confessed just before the blue waters of the Bay of Naples closed above those lips that sang so sweetly yet ineffectually:

"I could lie down like a tired child
And weep away this life of care,
Which I have borne and still must bear;
While death like sleep, should steal o'er me,
And I should feel in the warm air
My cheek grow cold, and hear the sea
Breathe o'er my dying brain,
Its last monotony."

No, my friends, if in order to be cultured I have to shut myself up with my books and train my mind in niceties of thought which have no bearing on the hopes and fears and burdens of common men; if what I call my "culture" make me weep tears over the imaginary sorrows of Browning's "Pompilia" or Shakespeare's "Desdemona" while I steel my heart against the cry of the poor and the needy at my own door; if it make me glow with second-hand fervor as I read of the patriotism of Garibaldi or Washington, while I will not lift my finger to save my own country from the dominion of evils almost as great as those against which these heroes fought; if it make me write panegyrics on the saints and martyrs of bygone days, when I will not sacrifice one hour of my own ease and comfort to benefit a single human being, then I say that *that* culture is not of God, but of devil.

True culture is a different thing. It is not of the head alone, but of head, heart and will; of the whole man, of the complete life. It studies that it may serve. It reads Shakespeare and Goethe, Dante, Kant and Hegel; it enjoys Beethoven, Mozart and Wagner; it admires Michael Angelo and Fra Angelico,—not in order that it may wallow in a golden sea of sentiment far from the storm and stress of a sinning, suffering world, but in order that it may distill the very heart's blood of these Masters of life and thought into a healing draught for the distempers of the world.

It matters little whether you have read Plato or Robert Browning, but it matters much whether you have caught Plato's vision of the kingdom of God on earth, and have learned Robert Browning's secret of the love of love. It matters little whether you are an expert in foreign languages and can read the ancient masterpieces but it matters much whether you can read God's masterpiece, your fellow-man, and speak familiarly in the mother-tongue of love. It matters little whether you have the air of culture, the ease of refinement and the polish that comes from long familiarity with the intellectual goods of life; but oh! my friends, it matters infinitely much, whether you are hoarding your gifts of head and heart, be they many or be

they few, like the miser's gold for the mere pleasure of counting them over to yourself, or whether you are pouring them forth in a glad unstinted flood for the happiness and profit of your fellow-man.

III. *Duty.*—Rising still higher in the scale, we come to duty as another end which some would put for themselves in life. And it is indeed a noble aim. Without it life is a mere drifting with the tide, a driving with the wind. It is the ideal which gave grandeur to the religion of the Old Testament; which in stoicism was the bone and sinew of pagan philosophy; and which, when life was being reduced by the popular philosophy of his day to a mere calculus of bread and butter, thundered and lightened in the pages of Thomas Carlyle.

Especially do our own times need a prophet of duty. This is the age of coaxing and begging—of easy ways of doing difficult things—of short cuts to knowledge and success—of "six weeks preparation for reading Cæsar"—and I know not what other sacrifices to the god of "having a good time." The kindergarten, from being a method of teaching little children is rapidly becoming an universal principle of education running all the way from the infant to the graduating class. Lessons are to be made above all things easy; hours must be shortened; home tasks are to be abridged (in some States they are not even permitted by law in the grammar grades); the teacher must predigest the lesson for the pupils in order that the latter's mental processes may be made as little laborious as possible. If the child does not want to study Latin, then let Latin go. If it does not like the teacher send it to another school. And the danger of it all is that we shall rear a generation of kindergartners, who having been trained from their earliest years to confound work with play, and have the hard things done for them, are going to move through life along the line of least resistance—which is the way of the dead rock and not the living soul!

For such a generation even the church is losing its old note of authority. There was a time when the church commanded the world. You remember the scene in "Richelieu" when the Cardinal protects his niece from her royal lover:

> "Then wakes the power which in the age of iron
> Burst forth to curb the great and raise the low.
> Mark where she stands! Around her form I draw
> The awful circle of our solemn church!
> Set but a foot within that holy ground,
> And on thy head—yea, tho' it wore a crown,
> I launch the curse of Rome."

But today all that is past, and the church must go down on its knees and beg people to fill its benches, or else turn its services into cheap entertainments or lyceum bureaus in order to get men and women with immortal souls to give an hour and a half a week to the worship of the God of heaven!

And yet great and necessary as this ideal of duty is, it is nevertheless inadequate for the full satisfaction of the soul. To begin with it is a cold and distant thing. It has no power to stir the heart with enthusiasm or to set it on fire with holy zeal. It begets the obedience of the slave rather than the willing service of the son—it is like the whips of Xerxes that drove the Persians into battle, not like the patriotism of the Greeks that sent them singing to victory or death. It leaves no room for initiative—for the spontaneity of love. It has no inner dynamic. It commands, but it does not help to obey. It says "Thou shalt," but woe betide the man who tries and fails. Now, what we all need supremely is not the knowledge of our duty but the power to do it—not the voice of conscience (most of us hear that clearly enough) but the ability to obey its behests—not the call from the heights bidding us be up and doing, but the strong right arm that reaches down and helps us to do the thing it bids. Go to the drunkard with the gospel of duty, read him a page of Seneca and Carlyle and he will answer, "I know that as well as you do. My conscience tells it to me even better than your Seneca and Carlyle. But, my friends, my will is powerless. What I want is the inner power to obey. What I need is not a law to condemn me, but a Saviour to help me, and without that, all your talk about the beauty and grandeur of duty is but as sounding brass and a tinkling cymbal. Instead of Seneca and Carlyle give me St. Paul. He understood my case. He has told me all about myself in the 7th chapter of Romans. Listen to him: "The good that I would I do not and the evil that I would not I do"—that's me. "I find a law in my members warring against the law of my mind and bringing me into subjection to the law of sin in my members"—that's me. "O, wretched man that I am, who shall deliver me from the body of this death?" —that's me. "I thank God through Jesus Christ our Lord"—that's what I need, that's what I, too, want to be able to say."

IV. I have left myself little time to speak of the last and greatest aim of all—"For to me to live is Christ," or as we may put it just as well—"For to me to live is Love." This is the true and final answer to the riddle of life. Above pleasure, above culture, above duty stands the Christ of Galilee, saying: "Come unto me all ye that labor and are heavy-laden and I will give you rest." Love is su-

preme because it is the all-inclusive aim. Pleasure is in it, for "at thy right hand are pleasures forevermore." Culture is in it, for "all things are yours, whether Paul or Apollos, or Cephas or the world or life or death or things present or things to come, all are yours and ye are Christ's and Christ is God's." Duty is in it, for "the law is our school-master to lead us to Christ." Love is the fulfillment of all three. Pleasure without love is the grinning of a death-mask or the growling of a dog over a bone. Duty without love is the cold glitter of the northern lights across a frozen sea. Culture without love is a beautiful but lifeless statue at whose base alike murder may be done, or first love plighted without bringing a tremor to its marble heart. But add love and what a change! Love is pleasure finding itself in a cup of cold water and a helping hand. Love is culture girt about with a linen napkin and washing the disciple's feet. Love is duty saying, "Neither do I condemn thee; go and sin no more."

But above all love is *dynamic*. It helps to accomplish what it demands. It *gives* the power to do its will. It takes the very spirit of the loved person or thing and makes it dynamic in you and me. Like duty it calls upon us to scale the heights of difficulty and self-abnegation; but, unlike duty, it stoops down itself and helps the weary traveler up the steep and rugged path.

> "Joy is a duty, so with holy lore
> The Hebrew Rabbis taught in days of yore,
> And happy human hearts found in their speech
> Almost the highest wisdom man could reach.
>
> But one bright peak still shineth far above,
> And there the Master stands, whose name is Love,
> Saying to all whom heavy tasks employ,
> 'Life is divine, when duty is a joy.'"

And now, young ladies of the graduating class, you and I meet here perhaps for the last time, as "ships that pass in the night," you to go your way and I to go mine. Only this let me say in parting: though you leave these walls never forget you are still in school that "every day is a fresh beginning, every hour is the world made new"; that your learning will never end until "the golden bowl is broken and the pitcher broken at the fountain." Nay, not even then will it end; for beyond this earthly sphere we dare believe there are still other spheres of promotion, still vaster opportunities of service, yet "other heights in other worlds, God willing."

May I, therefore, give you a motto for all future time. It is the little Latin word, "adsum, I am here," which Thackeray uses with

such effect in his Death of Colonel Newcome. You remember the story. The old war-scarred veteran is slipping gently out with the tide. His mind is wandering. Now he is back in India giving orders in Hindustani to his troops; now he is living again in a woman's love and twice he calls her name, "Leonore, Leonore." "At the usual evening hour the chapel bell began to toll, and Thomas Newcome's hand outside the bed feebly beat time. And just as the last bell struck, a peculiar, sweet smile shone over his face and he lifted up his head a little and quickly said, 'Adsum,' and fell back. It was the word we used in school when names were called; and lo, he whose heart was as that of a little child, had answered to his name and stood in the presence of the Master."

So, young ladies, may it be with you. When opportunity comes, say, "Adsum, I am here." When duty calls, say, "Adsum, I am here." When the world craves your help, when your country claims your services, when God asks for your heart, say, "Adsum, I am here." And when at last the summons comes from the Far Land, and you trim your sails to glide across the bar, may you be able to say yet once again, "Adsum, I am here"—here in my place at school—here to begin a fresh day's work in a higher grade, where faith is sight, and hope fruition, and love at once the task and the reward.

"And none but the Master shall praise you,
  And none but the Master shall blame,
And no one will work for money,
  And no one will work for fame;
But each for the joy of the working;
  And each in his separate star
Will draw the thing as he sees it
  For the God of Things as they are."

The Function of the Teacher as an Interpreter of History

Sarah A. Dynes

THE function of the history teacher in either the elementary school or the high school is not to extend the boundaries of historical knowledge. His work should be the interpretation, in terms of the pupil's experience, of such portions of history as may be selected for study. The achievements of the historic personages in terms of purpose and effort which have been formulated by historians the teacher will endeavor to make comprehensible to the learner. He must get and he must stimulate pupils to gain a clear image of the historic personage or the event to be studied. He is justified in using whatever material may seem necessary to render perceptible to the mind of the learner under his guidance the significance of the persons or the events. The teacher's knowledge of the meaning and significance of what he is teaching must be supplemented by persistence in collecting illustrative materials and skill in using them.

The most glaring defects in history teaching have been pointed out again and again during the past quarter of a century. Nowhere are they more forcibly and clearly stated than in the following descriptions: "The teacher assigns a fixed number of pages in the text-book to be memorized; pupils repeat the text in recitation; they are examined in the text-book at the close of a certain number of weeks; the subject is then dropped, and usually most willingly. The result is that pupils pass from these schools by the hundreds with a brief mental encumbrance of names, dates, and events—mere baggage. In other schools no text-book is used. The teacher talks and pupils take notes. The teacher is not a special student of history, but he can talk text-book on a small scale. The notes of the pupils are swept into a table to be memorized. The recitation is the story after the teacher, and with unique variations by the pupil. The text-book abbreviates the larger work; the teacher abbreviates the text-book; the pupil abbreviates the teacher. The results are a meager amount of disconnected facts and a certain uncertainty in the mind of the pupil which leaves him conscious of his own ignorance. Instruction in history conducted in either of these ways is time wasted, money wasted, energy wasted, history perverted and intelligent elementary knowledge of the subject stifled."

Some of the defects in the teaching of history at the present time are due to causes largely inherent in school conditions and are far beyond the control of any one person. To detect and to analyze such defects, to call attention to their existence and to suggest possible remedies are duties which no genuine teacher fails to perform. Comparatively few people, either children or adults, read history by preference when there is no compulsion (merely for the sake of the pleasure it affords them). Any teacher with a reasonable degree of tact can verify the truth of the above statement for himself. If children are to read and study history either for pleasure or profit and are to keep up the practice after school days are ended, the taste for it will have to be inculcated while in school. The teacher's first problem is how to arouse an interest strong enough to overcome the pupil's passive indifference. The best teachers of history in the lower grades are the teachers who create a proper atmosphere for the reception of what is to be taught. They stimulate the pupils to observe and to make mental pictures. In all their teaching the vivid impression of concrete objective reality receives emphasis. They make an opportunity for each child to see, to touch and to handle the things talked about whenever it is possible, and they plan to compel the pupils to use what they know in new combinations. The inexperienced teacher and the poor teacher usually make the mistake of *telling* the pupils *too much*. To their minds an accumulation of historic information seems to be the goal to be reached. They fail to realize that elementary work in history must be picture-making not merely word-getting. History teaching must stimulate curiosity, observation and imagination. When a child secures information at the expense of these mental characteristics, he has paid too high a price for his so-called information which upon investigation will, in all probability, prove to be an accumulation of words which are symbols to some people, but to him with his limited experience, the words symbolize nothing because they have been filled with no meaning or significance comprehensible to him. Graphic illustration must be utilized to help out verbal expressions. Yet some teachers make the mistake here also, of introducing too many pictures and diagrams so that the children are not given sufficient time to realize what any one really illustrates. The teacher is so intent on the manipulation of the material that he fails to note whether the children are listless or alert, and whether each child is interpreting the illustration presented. One illustration well used is better than a parade of twenty handled superficially. The pupil's needs must determine the character of the illustrations. Clear, vivid impression is the

essential aim for the teacher to keep in mind. Experience teaches us that illustrations which stimulate one class may only confuse another. Consequently the teacher must be ever on a voyage of exploration to discover what experiences the pupils have had in school and out of school that will throw light upon the best way of introducing new material to them so as to stimulate their realizing imagination.

Only those teachers who know how to play with little children should be selected to teach them history, for that is the test of one's ability to understand them. It is in free unrestrained play that the traits of character and dispositions of children are revealed. The child is at home in his own social group. The trained sympathetic teacher observes the way each child treats his playmates. He will notice the child's inclinations, ambitions and inventiveness. The child's merits and defects are manifested to the discerning eye. How much a teacher may gain from persistent observation will depend upon what that teacher takes with him. To understand the inner nature of children is evidence of psychological maturity. Some people never can become mature in this respect. Both by nature and by training they are unfitted to interpret the actions of little children. They are utterly blind where child nature is to be judged and are constantly blundering in this direction or that. It is utterly impossible for them to understand either the joys or sorrows of the child-like heart. Such people can never become sympathetic enough with children to be fit to teach them history. The history teacher in the lower grades must know how to interpret children's play as well as their serious moods. He must be conscious of their aspirations and he must be fully aware of their faults and the dangers to which they are exposed. The teacher must know how to give indirect suggestion and put the child at ease. Conversational lessons are most helpful opportunities for the pupils to question about points that are not clear; and for the teacher to stimulate the pupils to make comparisons and contrasts. If the teacher's knowledge of what he is to teach is in an enthusiastic contagious form so much the better, for he will be likely to exemplify by both word and deed that history is interesting and worth studying. He will suitably amplify, illustrate, and vivify what the pupils contribute. He will rearrange facts so as to make them appeal to different types of mind. He will awaken curiosity and arouse a desire to know more about each hero or topic introduced. It is in these ways that he interprets history to children through their own experiences. He is widening their horizons constantly and is helping them to enlarge the personalities. All teaching

in the first four grades must be largely objective in order to make sure that the pupils are getting definite impressions which are of primary importance.

Pictures are cheap and plentiful and photography helps to bring into clear view the soldier with his uniform and weapons, and the hero dressed in deer skin, or homespun or gorgeous robes. Construction work gives the child an opportunity to show what conception he has formed of the wigwam, the bow, the arrow, the canoe, the boat, the dress, the customs of other days. The child's historical imagination develops slowly. It is very easy for him to admit into his picture of far away times and distant scenes, the familiar surroundings of his every-day existence. The teacher and the pupil may listen to the same story, read the same passage, and yet the mental experience of the one is not the experience of the other. To the child a king means gorgeous robes, a crown and a sceptre. The history that is full of color, glitter, conflicts, stirring adventures told by a narrator skilled in arousing and exciting his sympathies and his susceptibilities will make a lasting impression. He wants moving pictures and an opportunity for self-expression.

Young children not only prefer a story in which action predominates, but they understand best that kind of action in which they might participate. Such actions as hunting, fishing, traveling, building, amusements of various kinds, road-making and household occupations appeal to them. The manners and customs of the Greeks and Romans, the Germans, the English, or the Americans of Colonial days can be interpreted so as to make them observe more carefully the manners and customs of their own day. The portrayal of the experiences of a Roman child, or a Greek child or a Colonial child will broaden their sympathies in a natural way. The information gained incidentally while trying to realize the life of children in other lands and other times will be of service in their later historical work. Pictures, poems, dramatic plays and stories well told are to be utilized in leading pupils to an appreciative realization of the topics discussed. Stories describing the objective deeds of heroes and heroines of stirring adventure the young child can understand. The physical daring of Boone, the physical hardships of Lewis and Clark arouse the admiration and enlist the sympathies of young children. No other subject in the elementary school offers a greater wealth of possible material for stimulating the pupil's imagination. The pupils in our classes can reproduce vividly in their mental processes the pageants, explorations, and amusements of other days if the senses and the memory have been trained to furnish the necessary

material out of which the imagination can construct the pictures. If such stimulus is not afforded in the early years of school life the pupil's power to appreciate history later is greatly impaired. When pupils in the upper grades of high-school work are asked to reflect, to trace relations, to compare, to contrast, to pass judgment, the value of each mental process will depend largely upon the accuracy with which their imaginations can revive the pictured scene. No normal child is wholly unimaginative, but some forms of imagination are infinitely richer than others. Nothing worth while can be done in studying history unless the pupil has the concrete images that the language of teacher or book or classmate ought to suggest.

From the foregoing the teacher of history can readily see the primary importance of sense-training in history. It is only through imagination combined with sympathy that any student of history can hope to appreciate the point of view, enter into the feelings or understand the motives and character of any important personage. Sense material such as armor, uniforms and pictures of various kinds present to the child the outward appearance. There is little excuse for a teacher who can not make children realize the contrast in outward appearance of the furniture, the house, the conveyances of a past age when compared with his own. Crude primitive life in America is comparatively easy to portray—the food is coarse, the clothing is clumsy, no carriages nor trolleys, nor railroads, no good roads, only buffalo trails, Indian trails or bridle paths. The past can never be reconstructed by a person who has mere verbal imagination. The success of history study is dependent upon rich concrete imagery. Words must feast the eye and delight the ear, if the times they describe are to be pictured by the student. The crudity of imagination in many adults is due largely to defective education. Accurate, sympathetic observation of the society in which one lives is one source of appreciation in history. The teacher must constantly stimulate the pupil by questions and by suggestions to use his own past experience in trying to understand each new situation until the habit is formed. All children know more than they are conscious of knowing. The teacher must see that the old experience is revived. Stories not only enrich a child's experience but they increase his comprehension of his former experiences. Gesture, pantomine, and dramatization help to secure imagery and to stimulate expression. The teacher of history ought to appeal to the child's mind by as many avenues as possible—eyes, ears, hands and vocal organs.

Any historic personage introduced to little children at all should

be dwelt upon long enough to enable the children to feel acquainted with him. If the acquaintance ripens into friendship, so much the better. If he is a hero on the American frontier, make border life vivid. Let them see the hunter, the trapper, the man taking a load of skins to a market, twenty or thirty miles away. Let them provide a meal in the borderer's home and contrast the duties of the housekeeper, Mrs. Boone for instance, with those of an Indian squaw. Let them construct forts and blockhouses; let them attend a "raising" or a "logging bee' and build a worm fence and visit a cattle range. In grades five, six, seven and eight, as well as in all the years of the high school, the incident must be located both in time and in place. The place must be found on a map. All must see it. A route must be traced and its difficulties, hardships or pleasures must be made real. In grades five and six the time must be fixed in the pupil's mind, not by a date such as 1735 or 1775 or 1820, but rather by comparison with something that he knows and which may serve as a time measuring unit for him. The above dates are significant to a teacher. They can be made significant to a high school class but time is wasted in trying to give them significance to children of ten or eleven. Their time-sense is weak. It is much wiser to have them remember an event that happened in 1735 (the birth of Daniel Boone for instance) as the time when Washington was only three years old. The next (1775) event, the settlement of Boonesborough may be located in time by saying it was settled just a month before the battle of Lexington. The last event (1820), the death of Boone, can be remembered by noticing that he died just as Missouri had decided to apply for admission into the Union, the United States had grown from thirteen states to twenty-four and Washington had been dead for years. Any close observer of children has noticed that the time sense develops slowly. When grandfather was a little boy has significance for them. They naturally use BEFORE and AFTER some event which is significant to them. When uncle was six or mother was ten is comprehensible. John Fiske resorts to the device of locating events in our great, great-grandfather's day to give the impression of long ago to pupils in the upper grammar grades. In tracing a route, indicate mountains, rivers, forests. Put in the local color whether marsh or swamp or prairies or wilderness. Let them feel the exertion, the fatigue, the hunger, the cold or the intense heat, the dangers, the joys, the beauties that were experienced. This is the time and place to make strong appeals to their concrete imagination and to their enthusiasm for brave heroic deeds, performed by real men whom all delight to honor. Imagination and the power of

inference run parallel. When children realize the scenes and situations, they will infer readily. Naturally their inferences will show little critical power at first. The teacher by tactful, skillful questioning can greatly improve the pupil's ability to make legitimate inferences.

Pupils in the fifth and sixth grades can get more history from the lips of a teacher than from a book, even if the book is easy reading. Consequently oral work should be continued in both grades. If the history period is made interesting and the teacher is a skillful interpreter there will be little need of encouraging outside reading. The writer has in mind now, two sixth grade teachers, one of whom gave three lessons on Columbus and the other one gave three on Alfred the Great. The parents of the pupils of the first class were hunting through every book-shelf in the house for days afterward to satisfy the children's demand for more stories about Columbus. It was almost impossible to get the children to leave the recitation room in which the lessons on Alfred were given. After the close of school, they crowded in to get a closer view of the pictures and ask if there were any books for children containing stories of Alfred the Great. Both teachers have had good training in history and have a keen sympathetic interest in children. In oral teaching the teacher must be constantly on guard not to introduce too many details. A few well chosen ones skillfully presented are better than a score, even if each one of the score is both accurate and important. Neither the historian nor the teacher knows the last word about any historical personage and there is no necessity of trying to teach *all* one *knows* even. The chief thing is to arouse an interest that will keep on growing and to point the way to still further knowledge. The prime essential in every lesson is to make sure that what is being discussed is really understood. The ideas and vocabulary must be comprehended. If the work can be kept simple, objective and comprehensible during the first six grades, the historic foundation for the seventh grade will be all that teachers of that grade could demand.

Every teacher of experience has seen some critical power in weighing evidence shown by children of ten to twelve, but it is unwise to emphasize this critical attitude early. The teacher, however, should be careful not to confuse fact and fable in her stories and discussions. There is no danger in widening the historic sense as fast as the pupil's experience will warrant us in doing so, no matter what grade he is in. Of course, it is both easy and natural to make use of the pupil's collecting instinct to lead him to see the value of preserving the rifle that Boone used, the powder horns he made for

his grand-children, the picture of the stone house in which he died in Missouri, the letters he wrote, and the portraits of the hero. They would even be interested in knowing why there was such a demand for his auto-biography and who helped to write it. They enjoy hunting up pictures of forts, hunting-cabins and descriptions of the rifle he used. They would be interested, too, in knowing just where one could see Boone's rifle now and how it came to be preserved. Such work develops their historic sense. Abundant opportunity should be given children to express what they know by means of constructive work and oral and written language.

Instruction in the intelligent use of text-books and collateral reading must be given in the last two years of the grammar grades and in the high school work of each year. The experienced teacher knows that it pays to examine even a text-book with great care, if he hopes to make of it a serviceable tool in enabling his pupils to comprehend what it suggests as topics for study. The teacher endeavors to learn first the class of students for which the book is intended; and then tests the character of the book. He discovers the strong points, the exceptional merits and the chief defects. He anticipates what passages will probably offer considerable difficulty to his pupils. He considers the amount of outside reading necessary to make the statements of the text-book intelligible. He makes note of the amount of suggestion for additional reading contained in the book itself. He then considers what further illustration and interpretation must be supplied by the teacher to make certain passages clear. He decides how much use he may make of contemporary material. He considers the possibility of introducing biographies to help to make the events more real and to unify the various elements discussed in the period. He decides upon a certain amount of map work and chart making and the passages of literature, both prose and poetry, which may help to make the pupil's impression more vivid and hence more permanent. After the class work has begun, the individuality of the pupils must be studied. One pupil can gather readily just what an author says, whether the author be the text-book maker or one of the real historians and yet he manifests little power in either analyzing the material or recognizing its significance. Another student readily gets the substance of the paragraph but is quite unable to tell just how the author stated it or any portion of it. Or if he reads three different renderings of an event he can not keep them separate. Some can analyze well and outline readily; others must receive individual attention in regard to grouping facts. All must be trained to use indexes, tables of contents and to construct and interpret maps

and charts. Some will have to be taught how to use a dictionary and an encyclopedia.

No teacher who is ignorant of the meaning and significance of history, or who is a stranger to the pupil's points of view at various stages of his development is likely to arouse a permanent interest in history. Nor can he assist the pupil in learning how to study history intelligently. To teach history effectively is a task that taxes the inventive genius of the ablest and most experienced teachers. No one is ever too well prepared to teach even the simplest lessons in history, for each lesson is an exercise in applied psychology. No other subject in the curriculum of the public schools taxes the resources of both the teacher and the taught more than history does. The teacher must search in every direction to get sufficient light upon past events to make them comprehensible to himself. He cannot hope to reveal what he knows to his pupils without first ascertaining what they are capable of understanding. That means a study of the earlier history of the pupil and a study of the nature of his experiences. It is only by knowing the mental processes which the subject of history is capable of stimulating a learner to perform, that a teacher can determine what will assist in interpreting it to the learner. The expert interpreter has become so sensitive to signs of mental activity that he appreciates quickly and with a considerable degree of certainty the kind of presentation best fitted to call out the mental activity of the pupil under given conditions. Human sympathy is essential. No teacher can explain what he does not understand. Pupils will understand best what the teacher sees clearly, feels keenly and tells with zest.

Public School Music

May R. B. Muffly

PUBLIC School Music was introduced into the Training School at Greenville in the summer of 1910.

At that time, during the four succeeding years, and at the present day, the aim was and is the freeing of inherent powers through self-expression. To develop these latent powers four means have been employed:

1. Chorus singing.
2. Music for the grades.
   a. Song work.
   b. Technique—the study of the elements of music.
3. Singing Games.
4. Rhythm.

Chorus Work.

Educational values of the highest order are offered in chorus singing; among the values which have been attained in the Training School are opportunity for higher forms of self-expression, organization and unity in the student body, and accumulation of musical repertoire. These aims have been attained at one and the same time by chorus singing with attention concentrated upon the meaning of the song. Many other valuable ends have been achieved also, such as æsthetic experience, recreation, outlet for motor energy, concentration, social coöperation and a true sense of moral values; but self-expression, unity and musical experience stand out foremost as the result of united effort of student body and leader.

In song singing the individual finds self-expression by acquiring the thought, making it his own and giving it out again. Chorus work demands that all individuals act with uniformity, subordinating selfish interests for the common ideals; this demands close mental unity which is the spirit of the chorus. Under this influence the thoughts and feelings of the chorus turn in the same direction, whereby power is developed in the group, free and more vivid expression is given to individual thought, an outflow of social good will is generated and spiritual uplift attained. Thus the highest forms of self-expression may be reached by the individual uniting himself with the group-thought, and using the singing voice as a sympathetic medium.

The Training School finds an every day opportunity to use this chorus work for the benefit of both school and individual. In the morning assemblies, the literary societies, the class activities and entertainments of all kinds the chorus singing is constantly serving its purpose.

The opera "Mikado" given by the Literary Societies in 1912 gave positive proof of the value of this work and the necessity of maintaining it at its best.

MUSIC FOR THE GRADES.

The real teacher training in music work is done in the work for the grades; here method is taught through subject matter and learning is made vital through doing. The work naturally divides itself into two forms—song work and the study of musical elements. The student teacher learns a large number of songs, suitable to the needs of children. The study of the elements of music is begun when she has acquired a sufficient musical experience through these songs to serve as a musical basis for this study. This is the order she must observe in teaching her own class when she becomes a teacher.

The success of song work depends so largely on the way the song is presented that the student teachers are trained by the following method:

1. Model lesson presented, student teachers responding as children.
2. Plan of lesson written up by student teachers.
3. Plan carried out by student teachers in practice classes.

By following this plan, day by day, the student teachers acquire correct habits of teaching, and gain the power which will enable them to work successfully when they become leaders in their several communities.

SINGING GAMES.

The Training School recognizes the importance of the playground activities in the life of the child, and provides training for its student teachers in singing games. Songs and games which deal with the daily life and occupations of the people, such as "Oats and Peas," "Ten Little Indians," "King of France," "Young Musician," "The Miller" and "Looby Loo" are learned by the student teacher for use on the playground. Songs like the following, "Shoemaker," "Shearers," "Blacksmith," "See-Saw," "Wind-mill," "Loaf of Bread," "Tea Kettle" are turned into games through dramatization. Work on simple folk games has also been done; the "Green Mill," "Ace of Diamonds" and "First of May" have been taught for use in communities which need to use their natural playgrounds for these activities.

Rhythm.

Music naturally goes with motion, and rhythm must be taught to children through the muscles. To compel children to sit still while strongly rhythmic music is being sung is to stultify their development. In the Training School emphasis is placed upon rhythm by singing with strong accent, by rhythmic movements of the body, by marching, by clapping of hands, and by rhythmic drills. When sufficient work has been done along this line, the recognition by ear of two and three part rhythms is added. Songs of a strongly rhythmic character such as boating, marching, swinging, see-sawing, drumming, churning, mowing, sailing, washing, grinding and lullabies are acted by the children to develop their latent rhythm.

Throughout the State of North Carolina there is an abundance of undeveloped talent, which every teacher should strive to discover and direct, by giving ample opportunity for self expression. Public School Music offers this opportunity, and the teacher who introduces it into a community, furnishes joy, freedom and power in all lines of endeavor.

Household Arts in Rural Schools

Martha Armstrong

WHEN the question of introducing household arts into the small rural school is under consideration these are the problems that confront the average teacher: How can she teach a subject that she has never studied? Where is the room in the schedule for a new subject when the periods are already too short for the work that must be crowded into them? Where can the students work and how can they get any materials to work with? What can she do with the boys? After all is the course worth the time and trouble that it will take to carry it through successfully?

In case the teacher has had no practical work in housekeeping, and no personal help is available, she should not undertake the work, for under such conditions the results will probably be far from satisfactory. If, however, she has been so fortunate as to grow up in a well-kept home where she has been allowed to take part in the housework; and if she has had a high-school course in chemistry and physics, with a reasonable amount of laboratory work, she may safely undertake an elementary course in household arts: provided she is willing to fit herself for the work by intelligent reading and by accepting the help so generously provided. The Farmers' Bulletins that the United States Department of Agriculture sends free upon request will give her the scientific information that she needs for an elementary course, and many helpful, practical suggestions besides. Then such magazines as *Good Housekeeping,* the *Woman's Home Companion,* the *Ladies' Home Journal,* the *Boston Cooking-School Magazine* and some farm journals gave reliable articles by accepted authorities on home-making subjects. In many cases the United States Department of Agriculture, or the State Department will send a woman demonstrator to give a short series of lectures on subjects selected by the community. Some rural supervisors are familiar enough with household arts subjects to be of help and students of domestic science from the State Normals are usually available as teachers or advisers to schools not too far distant from their work.

The question of time, space, and material has been solved in a few schools by allowing the children to bring from home such foods as peas, beans, and potatoes, which require little attention while cooking. The older students heat these foods in the morning before school, place them in a home-made fireless cooker, and serve them as a part

of their noon luncheon. The utensils used are borrowed from home by the children, donated by some sympathizer, or purchased with funds from a school entertainment. A practical lesson in house cleaning follows the luncheons and some idea of food values is given by informal discussions. Sewing is taught in these schools by appointing the older girls assistants and instructing them out of school hours, then allowing the other students, whose lessons and deportment have been satisfactory, to sew during some study period, each student furnishing her own material and making some garment for herself or her doll.

Schools with larger teaching forces give a school period to the work and convert the school room into a temporary laboratory by means of table tops made of planks and placed on the tops of the desks or on saw-horses. The blue flame oil stove, cupboard of utensils, and sewing machine, if the school is so fortunate as to have one, are kept in a space provided in the back of the room.

Much of the material used in the courses in cooking, can be grown in the school garden and stored by the children in their own homes when there is no room in the school building; then, too, many schoolchildren raise crops of their own from which they will make donations to the class. In a very few schools children are required to supply materials for this course as they do for other school work, but this plan works well in few communities.

In some city elementary schools the boys are taught to cook and sew with the girls, while in other schools manual training is provided for them. As a man's sewing does not usually pass the stage of replacing missing buttons during his bachelor days and ready-made clothing is both cheap and satisfactory the sewing is not a vital point; but cooking cannot be so lightly dismissed. With the present scarcity of competent domestic servants the man on the farm may be the only available cook in sickness or other emergencies; but more important than this is the knowledge of food values that should be included in every course in cookery. The argument that women plan the meals, and therefore are responsible for the dietary habits of the family will not hold. The proverb, "You can lead a horse to water but you can not make him drink," applies here especially, for a well-balanced meal loses all value when it is not eaten intelligently, and no person can eat intelligently if he knows neither what kind of food he is eating nor why. With the development of preventive medicine the question of diet looms larger and larger, and the day is coming when children will be taught food values with their physiology as well as their cookery, and human beings will feed themselves

as intelligently as they do their stock. To do this they must have a knowledge of food materials, the effect of heat and moisture on these materials, and their use in the body. A course in camp cookery, given out of doors, will usually overcome all opposition on the part of the boys to doing girls' work, and the planning of supplies for a week's camp will give opportunity for the introduction of food values.

Will the results of the course pay for the time and effort that it costs? That depends to a large extent upon the tact and good judgment of the teacher. If not wisely directed the only apparent results may be a tired teacher, wasted materials, and a protesting community. On the other hand this work may be the means of bringing the school into such close touch with the community that it will become a vital power in shaping the lives and opinions of the people or in other words will become a truly efficient school.

This condition has been achieved in many consolidated schools where there were enough teachers to give time and strength for community work. Some of these schools have done for the women and children what the farm demonstration work has done for the men of the community. New foods have been introduced into the school garden with the idea of providing some variety in diet during the winter months. New methods of food preservation have been tried out. Labor-saving devices such as oil stoves, fireless cookers and washing machines have been bought, the people of the community coming to the school as guests of their children to test the results of their work; the outcome of it being that the time devoted to housework in many of these homes has been cut in half. Not only canning clubs and corn clubs have been organized to give boys and girls the financial independence that would keep them satisfied at home, but other vocations have been introduced: bee culture, poultry raising on scientific principles, truck farming for women and girls, and numerous others. In all these experiments the arithmetic classes of the school have kept records of the financial transactions, and committees from the school have investigated the possibilities of marketing by parcels post or through the new service offered by the express companies. In some communities the local milk supplies have been standardized, coöperative laundries and bakeries established, and, best of all, by means of working together, with a common interest, civic pride has been aroused and people have been helped to live a broader, more sympathetic life which is the real business of a school after all.

The Gary School System

Report of an address delivered by Superintendent R. H. Latham.

SUPERINTENDENT R. H. LATHAM of Winston-Salem delivered an address before the students of the East Carolina Teachers Training School Saturday evening, July 11, 1914. His subject was, "All the Children and All the People." The address was a most interesting and instructive one. As one would suppose from the subject he dealt with an attempt to educate all of the children and to reduce to a minimum illiteracy among the adults.

There has been much said and written recently about a greater use of the public schools. Many educators realize that the work of the teacher is no longer with the children only, but that much of the teacher's energy must be given directly or indirectly to the parents and other adults of the community. If the parents of North Carolina could be made to realize their obligations to their children and the opportunities offered by the public school to the children of the State there would be but little need for an attendance officer. The children would be sent to school. Perhaps the best way to bring these facts squarely before the parents is to make the school the center of the social and the community activities for adults, adolescents and children. Make the school and the school grounds attractive. Have something worth while if you have anything, and be sure to have something to do at the schoolhouse frequently. When the people see they are really getting something for the time and money spent they will give more liberally to public education. The business man measures the worth of his investments in the returns he gets. The school should adopt this business principle. If we do not get results for the people who employ us we have no right to expect them to continue us upon their payrolls. This is as true in education as it is in manufacturing or farming. Of course the results of good work in the class room cannot be measured by the average citizen as accurately as the number of yards of cloth turned out in ten hours by the man who does the weaving nor can it be measured by the layman in the same way the corn is measured by the man who employs a given individual to cultivate a given tract of land. It can be measured, however, and measured with considerable accuracy.

These are some of the ideas advanced by Superintendent Latham, though they were in different terms. He took Gary, Indiana, as his theme and told what has been done there and what is now being done there.

April 18, 1906, three men stood at the head of Lake Michigan upon the sand and there decided to lay out and build a town. They ran the streets north and south and east and west, put down concrete walks, installed a sewer system, put in telephone, telegraph and electric light wires in conduit, all under ground. Over a million dollars was spent before any land was sold, then they offered city lots for sale. Today there are over 50,000 people living in Gary. A few of the leading business concerns of Gary are the U. S. Corporation, American Bridge Company, American Sheet and Tin Plate Company, Coke By-products Company, American Locomotive Works, American Car and Foundry Company, National Tube Company. Gary is today second only to Chicago as a railroad center. The monthly payroll for all concerns in Gary is one million dollars. Taxable property is twenty-five million. The Carnegie Library cost one hundred thousand. The Y. M. C. A. cost two hundred and fifty thousand dollars. East Park has ten acres and Jackson Park has twenty acres. There are ninety-five miles of improved streets. The streets are all broad and well-lighted.

THE SCHOOLS OF GARY.

William A. Wirt is superintendent of schools. He is an organizer. He is more of a business man than the usually accepted idea of a school man. He believes the schools are for the people and their children. He measures a teacher's efficiency not in how quiet the children are kept but in what the children have done in school. It is results he is after. He believes the schools should be kept open twelve months. So he has divided the calendar year into four terms of twelve weeks each. Any three of these four terms make a school year for child or teacher. He has built a system of education out of the actual needs of actual children and not out of the theoretical needs of a mentally conceived "average child." The Gary schools are for the children and people of Gary. This is a successful attempt to adjust the schools to the needs of the community.

Gary has only three school buildings which are regarded as permanent. In the new sections of the city until they have been able to see clearly what direction the population will move, they use portable schoolhouses. If they find that the schoolhouse has been badly located they simply move it to another more central place. This saves the city from erecting expensive school buildings and afterwards finding that it has been mistaken in the location.

That such a scheme is very desirable in a new and rapidly growing city is evidenced by the fact that up to last session there was not a

child of the more than four thousand enrolled in schools who was born in the city of Gary.

In place of a group of portable schoolhouses now located in that part of the city now known as Tolleston, they are preparing to build a magnificent $350,000 building.

The main school buildings in Gary are the Emerson School, which contains kindergarten, grammar and high-school grades; the Froebel School, which contains a nursery, kindergarten, grammar and high school; and the Jefferson School, which contains kindergarten and grammar grades up to the high school.

Each of these buildings is situated in or near parks. The Emerson School occupies a city block, including parks and playgrounds, which are used for school purposes during school hours and are open to the public in general after school hours, on Saturdays and Sundays, and during summer vacation.

The city has recently acquired a plot of ground 600 x 200 feet just across the street from the Emerson School. For this it paid $20,000 and is spending $20,000 more to put it in shape. This will be used for baseball grounds, tennis courts, and general playground purposes.

The Froebel School occupies ten acres with surrounding gardens and playgrounds. A considerable portion of the ground is given up to children's school gardens, but there is still ample room for a running track, baseball diamond, tennis court, sand pits and a wading pool.

The Jefferson School was one of the first schools built in the city and is very much like our 8-room buildings with auditorium and basement. This school occupies about half a city block and is just across the street from Jackson Park, a beautiful development of twenty acres in the very heart of the city. This park serves for a playground for all the children of the Jefferson School.

The effect of the presence of these playgrounds and parks attached to the schools is wonderful on the attendance in the Gary schools. The school grounds are the most attractive spots in Gary. The children delight to go there because there they find those things that appeal strongly to the normal child of whatever race. All of the playgrounds are supervised by supervisors employed by the board of education. The child does not desire to play truant from school because there is no more attractive place for him to go than the neighborhood of the school. Instead of resorting to the moving picture show in the afternoon he remains on the school grounds and indulges in clean, healthful and helpful play, and he goes back at night, probably taking his parents with him. This is made possible

because the parks and playgrounds are lighted and supervised till 9 o'clock in the evening, when the children are expected to go home and to bed, so as to be ready and fit for the next day's school work, which, in Gary, begins at 8:15 in the morning.

The schools of Gary, in general, elect twice the number of teachers the school building has rooms. That is to say, an 8-room school will have available sixteen teachers, provided, of course, the school attendance demands this number.

Taking the Jefferson School as a sample of the schools in Gary which most nearly compares to our general style of school buildings, we find here eighteen teachers for a building of nine regular class rooms.

One-half of the children come at 8:15 a. m. and are dismissed at 3:15 p. m. The other half come at 9:15 and are dismissed at 4:15.

The first group has lunch or dinner from 11:15 to 12:15; the second group from 12:15 to 1:15. The children may go home to lunch or get it at the school building at a very small cost.

All of the permanent schools have dining rooms where teachers and children alike may get wholesome food which has been prepared by the domestic science department. These lunch counters render the domestic science department self-sustaining to the extent that the department costs the board of education only the salary of the teacher in charge. And in one school I found that the salary of the teacher was also paid by the revenue derived from the sale of lunches.

As stated one-half, or nine grades, report for school at 8:15 and continue the first period until 9:15 when they vacate the rooms they have been occupying and go to other parts of the building or playgrounds. Their places are taken by the children who have been gathering around the school building for the 9:15, or second period of the day.

The nine grades that were changed at the end of the first period go to various activities. Some go to the music teacher, who one morning may have them in the auditorium for chorus singing, or another day may have them out of doors for open-air singing. Some of these grades will go to the physical-training instructor, who will give his instruction either on the playground or in the gymnasium, which they have fitted up in the garret of the building. (Of course, the 9-room building we are talking about has, in addition to the regular nine class-rooms, an auditorium, garret and basement rooms.) Others of these first period children will go to the nature-study teacher, who takes them some days into the school gardens, some days to the parks, and sometimes to the conservatory which they have made in a

bay-window which the school building happened to have. Other children may be in the auditorium where they will perhaps one day entertain themselves with a program which has been prepared by the grade, or several grades, during the week before. Another day they will have geography or history lessons illustrated by stereopticon views. (All the schools are equipped with machinery for such work.) Another day the auditorium period will be in charge of a minister who will talk along ethical lines, or describe some distant place or foreign country which he has seen. The ministers of the city have worked out a program so that they have regular dates for visiting the schools, all denominations being represented.

On certain days of the week the children whose parents have given their permission in writing to the principal, go to neighboring churches, where they receive religious instruction by the pastor of the church to which the parents or children belong. This is regarded as a part of the school work, and solves beautifully a problem which has sorely vexed parents and school officials.

One day in the week, and oftener, if the weather does not permit outdoor activities, the children are taken to the public library, for instruction in the use of a library, and for help in the selection of the proper kind of reading. This solves in a large measure the dime-novel reading craze which overtakes children at a very critical period in life. The public library of the city has a room set apart for this kind of work, and the library feels that this feature of its work is the most important of all. Of course this means that the library must be abundantly supplied with good, wholesome juvenile books.

Those schools that are situated at a considerable distance from the public library building have branches of the library in some basement room, and the work is carried on just the same.

Other classes go to the sewing room, the cooking or the manual-training room, which are, as a rule, located in the basement of the building.

Without following the classes in detail any further I believe enough has been said to show the general plan of the Gary schools, which enables them to take care of twice as many children as we ordinarily do in the same sized building. They save nothing in the way of the number of teachers, but they get along with about one-half the number of school buildings. The plan, however, is not workable to any great extent unless the buildings are large, central plants with adequate equipment for special features of school work, and with surrounding playgrounds or parks which will enable the school to carry on out-door activities.

In this respect, the policy of the Gary schools is directly opposed to that in general operation throughout the South.

This is Gary's widely advertised school feature—the one thing that has given the Gary schools their reputation throughout the country. It is therefore evident that if we are to incorporate into our school system the strongest and best features of the Gary schools, we will have to change our present policy of a large number of small local schools in favor of large centrally located plants.

GENERAL PLAN.

A and B class groups constitute one complete school with its own corps of teachers and classes representing all grades. C and D groups constitute a second school with its corps of teachers and classes representing all grades. Patrons may choose either the A and B, or C and D school. The capacity of the school is double the combined capacity of the study and work facilities.

GENERAL PROGRAM 11.

Hour Ending.	*Study and Recitation.*	*Studio, Work Shop & Lab'y.*	*Audi-torium.*	*Application and Play.*
9:15	A	B		C & D
10:15	B	A	C	D
11:15	C	D	A	B
12:15	D	C		Lunch A & B
1:15	A	B		Lunch C & D
2:15	B	A	D	C
3:15	C	D	B	A
4:15	D	C		A & B

In one of the school buildings of Gary, located in the center of the homes of the working people of that city, a nursery is maintained. Mothers and fathers who must leave home early in the morning for the day's work, cary their two- and three-year-old children to the schools to be looked after until their return from work in the evening.

It often happens, as Superintendent Latham was told by one of the principals, that these same parents, whose babies were taken care of by the school while they were out during the day making a living, will be found in the night school pursuing a line of work which will make them more efficient workers, or making some article of furniture for their own homes.

The night that he visited the Emerson Night School classes he found, among others in the cabinet shop, two young men from the steel works making tool-chests for themselves, and also a lawyer and his wife who were making a porch swing for the home which they had recently bought.

The only cost to these workers who were willing to give of their spare time for self-improvement, is that of the material used. The school furnishes the tools and the teachers free.

In another part of the same building there were men and women receiving instruction in sheet-metal and machine work, pattern-making and cabinet work, forge and foundry work, printing, mechanical drawing and drafting, stenography and typewriting, sign painting and lettering, electricity, etc., besides regular class work for any who were desirous of making up deficiencies.

While all of this was going on inside the building, there were children of varying ages in the playground in the rear. Some were playing in the sand piles, some were swinging, others were on the trapeze, others playing handball, and still others playing tennis, all under the supervision of the physical training director. Of course, these outdoor activities were made possible by the lighting of the playgrounds at night.

In the basement of the building other children were playing basketball, taking a shower bath or having a good time in the swimming pool.

It is not difficult, in the light of what has been said, to see what a vital part the schools play in the life of the city.

Be An Exception

We're a success if we express
  Something greater than's been done,
The record shows only names of those
  Who have fame or laurels won.

To go head without being led
  Is where success begins,
If you fear or doubt you're down and out,
  Self-assertion is what wins.

You'll not achieve if you can't conceive
  Of the great things yet undone;
Stay on the track and don't go back
  To Egypt on the run.

The broad-minded man who has a plan
  And proceeds at once to do,
Is sure to win, rely on him,
  He knows two ones are two.

The facts are such that to accomplish much
  Of great things to be done,
We must estimate and coöperate
  And learn that All is One.

Then applaud the man who says he can,
  Don't object or ridicule,
For the greatest men that have ever been
  Were exceptions to the rule.

—*Selected.*

The Training School Quarterly

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FACULTY COMMITTEE.

LEON R. MEADOWS. MARIA D. GRAHAM.

SALLIE JOYNER DAVIS.

ALUMNÆ REPRESENTATIVE.....EDNA CAMM CAMPBELL.

To the Reader

We trust you will accept our good will and best wishes with this, the second issue of the TRAINING SCHOOL QUARTERLY. We hope you have enjoyed reading the first two issues of the QUARTERLY and that you will become a regular subscriber to the future issues. Rome was not built in a day: neither can a magazine of any kind expect to reach its zenith in a great many more than two numbers. The fact that you have seen some, or, perhaps many, glaring faults in the character of our growing child is not sufficient proof that we did not see them first. However, if you will suggest to us some of the changes which you think should be made, and if your suggestions should meet with our approval, we may please you by inhibiting certain original traits and substituting others while our infant is yet in the "plastic state." The QUARTERLY desires your hearty coöperation. With your aid much can be accomplished; without it little can be done. In return for such assistance the QUARTERLY expects to help you in every way possible. We are yours "to serve."

The Spirit Progress

In this issue of the QUARTERLY appears an address entitled "The Bondage of Precedent," delivered by Hon. Henry A. Page to the graduating class of 1913. To some, this address may appear to be an innovation, to others it may seem to be a radical expression of ideas already widely extant; but to all it must appeal as a masterful expression of the spirit of progress. Mr. Page states definitely that it is not his purpose to

make an attack on any one profession; he would eliminate the bondage of precedent wherever found; he would have freedom of thought and of action.

The spirit of progress is the spirit of doubt. The man or the woman who never doubts never makes any real contribution to society. So long as we sit by and passively accept the views of others we may be good followers but never leaders. Contrary to the generally accepted views of his time, Columbus believed that the earth was round; as a result of his skepticism a new world was discovered. Martin Luther revolted against the system of education in vogue in Germany during the early part of the sixteenth century; he believed in education for the masses rather than for the classes; he believed that the State should educate her boys and girls in the vernacular rather than in some foreign language; he said: "The welfare of the State depends upon the education of the individual citizen"; as a result of this breaking away from precedent we have the modern system of elementary schools.

Thus it is wherever progress is made; there must be a breaking away from the old and a reaching out for the new. It is not an easy task to break away from the customs, the usages, the traditions of our ancestors, and sometimes of our former teachers, and branch out into new realms of thought; but the road of tradition is likewise often the road to perdition and the sooner we depart from it the better it is for us.

Summer Work

The summer term of the Training School is an integral part of the year's work just as any other of the three terms, fall, winter or spring. Any person who registers in a regular class, attends three summer terms in close succession and completes satisfactorily the work offered is awarded one of the school's certificates. These certificates are the same as those given to the students who complete one of the One-Year Courses offered in the Training School catalogue.

While this system of credits did not go into effect until the summer of 1913 there are a few exceptions, and a few students were awarded certificates at the close of the summer term.

Because the summer term is as important as any other, it is the policy of the school to keep up the same spirit of work and to enforce the same regulations that it does during the regular school year. For this reason a large nucleus of the regular faculty remains to do

summer work and this number is reinforced by strong material from the outside. The school this year has had its usual good fortune in its new members of the summer faculty.

Miss Sarah A. Dynes of the State Normal School, Trenton, New Jersey, had charge of the work in history. She is a graduate of the State Normal School, Oshkosh, Wisconsin, and Cornell University, and has done graduate work in the universities of Wisconsin and Chicago. She has taught in all types and grades of schools and all nationalities and has for many years been at the head of the Department of History in the Trenton Normal.

Miss Alice V. Wilson of Greensboro, assisted in the Science Department, giving special work in Hygiene and Sanitation. Miss Wilson received her training at the State Normal College, Greensboro, and is a graduate of the Institute of Technology, Massachusetts. Winthrop College, the State Normal of South Carolina, is to be congratulated in having secured Miss Wilson as a member of the regular faculty for the coming year.

Miss Elizabeth White, a successful teacher of Mathematics in the Eastern High School, Baltimore, Maryland, assisted in the departments of Mathematics and English during the summer term. Miss White was in the Baltimore schools while President Wright was connected with them.

Miss Martha Armstrong of Alabama, had charge of the department of Domestic Science during the summer. Miss Armstrong is to be a member of the regular faculty for next year. She comes well equipped for her work, having recently had two years' work at Teachers College, Columbia University.

School Management was conducted by Mr. L. L. Matthews, the superintendent of schools of Sampson County. Mr. Matthews brought into his work the practical experience of years with rural schools. He is one of the most progressive superintendents in the State, being one of the seven to engage a supervisor of primary education in his county and the first in the State to organize a coöperative community.

Summer Term Notes

The Summer Term opened June 16. There were more students present this year at the opening than at the beginning of any previous summer term of the Training School. It was also a noticeable fact that a greater number of students registered for the entire term than heretofore; in fact, only those who desired to spend the full eight weeks in school were given rooms in the dormitories and even then there were one hundred and forty-nine applicants who were unable to secure rooms because of the overcrowded conditions.

President Wright was careful to arrange some kind of entertainment for the students each week of the term. Sometimes these entertainments were in the form of socials or get-together meetings, but more often they took the nature of public addresses by prominent men. Usually, these addresses were given on Saturday or Monday evening but occasionally a lecture was given during and immediately after the regular chapel period.

On Saturday evening, June 20, a get-acquainted social was given by the Faculty to the students. Since the addition of a new wing to the Administration Building the corridors of this building form an excellent place for such entertainments. Here, members of the student body and of the Faculty met and mingled with one another, various games were played and refreshments were served. The democratizing effect of this and similar entertainments could be felt during the entire term.

A class, from the Odd Fellows Orphanage at Goldsboro, gave a concert in the auditorium of the Training School Tuesday evening, June 23. A large number of students attended and enjoyed this entertainment.

From eight till ten o'clock Saturday evening, June 27, the students held an informal dance in the social room. This was the first of a number of dances given during the Summer Term.

The school was delighted to have a talk from Governor Jarvis, in chapel, Tuesday, June 30. Governor Jarvis compared Colonel Roosevelt's recent discovery of a river in South America to the life of the average student. The river, he said, had existed for ages but because it was undiscovered it was useless to man; just so the student has within him latent powers which are useless until discovered but which he alone can discover.

July 2 was celebrated as Founders Day at the Training School. July 2, 1908, ground was first broken for the school. October 5,

A Group of Summer Term Students.

1909, the school opened its doors for students. Since that date 2,753 students have been enrolled, and 1,254 have been refused admission because there was not sufficient room in the dormitories. The annual address on Founders Day was delivered this year by Pres. Robert H. Wright. President Wright chose as his subject, "From Darkness Into Light." In a most interesting and logical manner he showed how man had evolved from the lowest forms of superstition to his present state. Thus far, man has obeyed the Divine injunction, to "replenish the earth and subdue it," only in part; he has replenished the earth but he has not subdued it. Man has not yet fully realized that everything connected with this world is to be made to serve a useful purpose. Even those things which once were looked upon as terrors have now been subdued and turned to service for human welfare. Lightning, which, in an age of mystery was looked upon with fear, was harnessed by Franklin and made useful to the world. Chemistry in the middle ages was considered the Black Art; today, it is looked upon as one of the most useful arts. Thus those things which were once viewed with superstition and awe are now among the most prominent factors in modern civilization. We are making rapid strides toward the light but ignorance and superstition are still our greatest curses. It is left for us, as teachers, to dispel this darkness—this superstition. We can do this best by giving the truth to our pupils so that the next generation will pass from the darkness of superstition into the light of truth.

On Monday evening, July 6, Dr. Charles O'H. Laughinghouse, the school physician, gave an instructive lecture on the subject: "Hookworm Disease—Its Ravages, Prevention and Cure." Dr. Laughinghouse told how the hookworm is sapping the strength of thousands of people, particularly those living in southern countries; it is estimated that the average man, who has hookworm, has his earning capacity reduced not less than 20%, and this reduction in earning capacity has reached as high as 65%. Children, who have been infected, do not grow as rapidly nor do they learn as readily as those not infected; they are lacking in that physical and mental vigor which all children are entitled to and which they should have. And yet this disease can be easily prevented or cured. The disease exists in most cases on account of ignorance or neglect; it can be prevented in practically all cases by the adoption of hygienic measures, and if once contracted can be cured by a very simple remedy and in a short time. Those suspected of having the disease should be examined by a physician and if found to have it should take the treatment at once.

Saturday evening, July 11, Supt. R. H. Latham of Winston-Salem, gave an interesting address on the school system of Gary, Indiana. An account of this address occurs elsewhere in this number of the QUARTERLY.

The State and county examinations were given at the Training School July 9, 10 and 29, 30. A large number of summer term students took these examinations.

This year, for the first time, a special course was offered to those of the school's alumnæ who returned for summer work. The work in Child Study was conducted by President Wright; the English was given by Mr. Meadows; the Science was given by Mr. Austin, and the History was given by Miss Dynes. Since such a large number of graduates returned for this work, President Wright has announced his intention of repeating the course each year.

On Monday evening, July 20, Dr. L. B. McBrayer, of the State Board of Health, delivered an address on Tuberculosis. Dr. McBrayer said that the State is spending more for the elimination of diseases among cattle, hogs, and horses than it is spending to rid itself of Tuberculosis. The things which were made for man's use are cared for and yet man himself is unprotected from the ravages of the worst diseases. The State has a compulsory education law and yet she should not have the right to compel students to expose themselves to deadly diseases. The teachers should join with the physicians in stamping out Tuberculosis; they can do this by establishing the right health conditions in the communities where they teach and by influencing the legislators to make greater appropriations for the improvement of the health of our State.

Wednesday, July 22, Mr. L. C. Brogden gave an interesting talk to the students on the subject: "The Teacher and the Community." Mr. Brogden impressed upon the students the importance of community coöperation. Teachers should not isolate themselves from the members of the community but should exercise every possible means for advancing the interests of the community in which they teach.

Alumnae News

The Alumnæ Association draws its one hundred and three members from four classes, thirty-eight girls having been added to the ranks this year. During Commencement week all the Alumnæ enjoyed the hospitality of the school, the new wing to the East Dormitory being reserved as "Alumnæ Hall." This allowed the "Old Girls" the very pleasant opportunity of having many informal gatherings where all kinds of experiences were related.

The business meeting of the Association was held on Monday afternoon, June 8. The meeting was called to order by the president, Miss Nell Pender, who extended the welcome of the association to the new members. The roll was called and sixty-six girls responded "present." The per cents of the classes that returned were as follows: Class of '11, 53 per cent; class of '12, 56 per cent; class of '13, 63 per cent.

Officers for the ensuing year were elected as follows: Miss Edna C. Campbell, President; Miss Sarah Waller, Class of '12, First Vice President; Miss Hattie Weeks, Class of '13, Second Vice President; Miss Mary Newby White, Class of '13, Secretary-Treasurer.

Members of the Executive Committee were appointed as follows: Miss Hattie Weeks, Chairman, for two years, to fill Miss Edna Campbell's unexpired term, 1914-1916; Miss Emily Gayle, new member for three years, 1914-1917; Miss Margaret Blow continues in office for another year.

After all reports were approved, the question of what the Association intended to stand for arose. At once it became clear that meeting for fun was very enjoyable but that the Association wanted also to do something to aid the school. Discussions as to what could be done, then were in order. It was finally decided that a building to be known as the Alumnæ Building should be erected and plans were adopted at once, to start a fund for this purpose. These are explained in detail elsewhere in this issue.

At the Alumnæ Luncheon, June 8, at two o'clock, covers were laid for one hundred and twenty-five. The dining-room was tastefully decorated in sweet peas and ferns, music being furnished by the Rocky Mount Orchestra.

Miss Pattie S. Dowell, Class of '11, presided as toastmistress; Miss Nell Pender, as president, welcomed the "Baby Sister," response being given by Miss Corinne Bright. Impromptu toasts were very much enjoyed from Miss Norah Mason, Class of '12; Miss

Alice Medlin, Class of '13; Governor T. J. Jarvis; President Robert H. Wright; Mr. J. O. Carr (Wilmington); Mr. J. R. Bannerman (Burgaw); and Mrs. K. R. Beckwith.

Much of the enjoyment of the occasion was due to Miss Estelle Greene, Class of '12, chairman of the Luncheon Committee.

Foreword

During more than a quarter of a century "The Mikado" has maintained its place as the standard light opera of the English speaking world. Gilbert and Sullivan who collaborated in many popular productions achieved their greatest success in "The Mikado."

The sparkling melodies and the inimitable humour diffuse the spirit of youth which delights audiences of all time.

In each issue of the QUARTERLY pictures of the 1912 Mikado performances at the Training School will appear. On the opposite page is shown the Finale of Act I—Katisha's denunciation of her rival, Yum-Yum.

Movement on Foot for Erection of Gymnasium

Psychologists all agree as to the great educational value of play and its aid in the development of the body. Today the inter-relationship of the mind and body is so well recognized that those people who are to have the management and training of others are required to be physically perfect, as well as to have mental ability. Many of our best schools require teachers to certify as to their perfect physical condition and do not allow persons with bodily defects to be employed. Then, of necessity, a teacher must know how to keep herself in condition and to aid others to do the same. To understand plays and games and their uses is one of the first steps to this end.

Play, aside from its physical benefits, is a means of education. Play is well described as a subtle, shaping influence of character and if rightly directed leads not to distaste for work, but a joyousness in work, which is well known as a sign of genius. If this is so, then play must be presented to normal students from the practical as well as the theoretical side, with several distinct points in view; personal enjoyment; physical benefit; understanding of why and how it is given practical application. To accomplish these ends a gymnasium and an instructor are necessities, the need of which the students of the Training School have greatly felt.

The Alumnæ realizing this and also realizing that the school will not for some years be able to erect a building for this purpose from State appropriations, have undertaken to raise a fund to be used in the erection of a gymnasium to be known as the Alumnæ Building.

Act I. Mikado Finale.
"My wrongs with vengeance will be crowned!" —*Katisha.*

To start this fund the Alumnæ Association decided to give a play during the commencement week of 1915. Owing to the appreciation and interest manifested by the public in the presentation of "The Mikado" in 1912, the association decided to present this opera again under the following conditions: All of the principal characters to be members of the Alumnæ Association and to be chosen, whenever possible from the original cast; all choruses to come from the 1914-1915 student body; Miss May R. B. Muffly, the coach of the 1912 production, to be in charge of the performance.

Rehearsals of the choruses will be held from time to time during the year. Full rehearsals will be held, all members of the cast present, at least ten days previous to the public production.

It is hoped that with the interest and coöperation of the public, this plan will be the means of enabling the Alumnæ Association to adopt the slogan of the Training School which is "Watch Us Grow" and change it to "Watch Us Build Our Gym."

Commencement 1914

The fifth annual commencement of the Training School began with the Class Day exercises at six o'clock on Saturday afternoon, June 6.

A temporary platform erected on the west slope of the hill, as one approaches the campus, made the spot an ideal one for out-of-door exercises. The long line of students dressed in white, wearing their class colors and carrying their class banners was an impressive sight, as it wound its way from the Administration Building to Fifth Street and up the slope of the hill to the spot where the audience was assembled. The senior class carrying a double chain of sweet peas, their class flower, marched in the rear.

The exercises were unique, as Class Day exercises, since the Class of 1914 had invited each lower class to take some part in the presentation of the program. Entering into the spirit of the occasion the classes in turn used up some of the ammunition generally employed by seniors on such occasions. The class, however, was not at a loss and after the lower classes had completed their part of the program they in turn took charge. Through their president, Miss Bessie Doub, they presented to the school for the Loan Fund a check for $200 and several pieces of scenery for use in future dramatics. In accepting the gifts for the school President Wright commended in particular the spirit of the class and their efforts at coöperative community work in school life. Continuing the program, they presented in song and dance a review of their school life from freshman to senior year and closed with selections from their senior play.

Saturday evening was taken up with meetings of the two literary societies, each of which had a specially prepared program for the alumnæ members present.

The annual sermon to the graduating class on Sunday morning by Rev. Hugh Maclachlan of Richmond, has been given elsewhere. In the evening Rev. John C. Wooten delivered the annual sermon to the Young Women's Christian Association.

Monday was taken up with the meeting of the board of trustees, the alumnæ luncheon at two o'clock, followed by the alumnæ meeting and the annual recital at eight-thirty given by the pupils of the Music Department.

Tuesday was graduation day, and never in the history of the Institution have its exercises been so largely attended. With every year the friends of the Training School have grown in numbers. The school was fortunate in having as its speaker on this occasion a true

North Carolinian, and a loyal son of Pitt, Col. J. Bryan Grimes, Secretary of State. The address of Colonel Grimes was one which every citizen of North Carolina and particularly every citizen teacher could take to heart. In a review of the history of the State from early colonial days through wars, reconstruction and peace he showed that its history is one of which its citizens have just reason to be proud, although they have been slow to realize the facts, and their historians negligent in recording them. Its future is full of promise, but its need of educated service great.

Not only the thirty-seven prospective teachers who received their diplomas at the close of Colonel Grimes' address, but all of the great audience present went away feeling that every boy and girl in North Carolina should be taught the facts of its history and imbued with the spirit of State pride which the speaker had shown to be the just heritage of every true North Carolinian.

A feature of the concluding exercises of commencement which demonstrated how the community is making itself felt in the Training School as well as the Training School in the community, was the presentation by Mrs. R. L. Carr of Greenville, on behalf of the Federated Clubs of the town, of a check of $125 to be duplicated each year as a part of the Student Loan Fund.

Additions to the Faculty

The new members of the Training School Faculty for the term beginning September 22, 1914, are: Miss Mylitta Mae Morris, graduate of the State Normal College, De Kalb, Illinois, and graduate student of Teachers College, New York; Miss Morris will have charge of the second grade in the new Model School: Miss Genevieve Schuster, who is a graduate of the State Normal College, Plattsville, Wisconsin, and who taught last year in the Goldsboro city schools; Miss Schuster will have charge of the third grade in the Model School: Miss Annie McCowen, graduate of Bessie Tift College, Forsyth, Georgia, and graduate student of Teachers College, New York; Miss McCowen will have charge of the fourth grade in the Model School: Miss Martha Ward Armstrong, graduate of Peabody College, Nashville, Tennessee, and graduate student of Teachers College, New York; Miss Armstrong will give her entire time to the Domestic Science Department: Miss Hannah Fahnestock, graduate of the Peabody Conservatory of Music, Baltimore, Maryland; Miss Fahnestock will assist in the Piano Department: Mr. S. B. Underwood, graduate of Trinity College, Durham, North Carolina; Mr. Underwood has had a wide experience in educational work; he taught for a short time in Florida, then in Durham, and later served for three years as superintendent of the Kinston Public Schools; Mr. Underwood is Superintendent of Public Instruction in Pitt County; he will also give the course in Administration and Supervision at the Training School.

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The Teacher's Opportunity in Solving the Rural Problem

T. E. Browne.

WHEN we study the statistics of our State and note the rapid development of our towns and cities, educationally and industrially, and see the enormous toll the country districts are paying to the cities, when we travel over our State and note the large number of farm homes deserted by their original owners and occupied by negroes, either owners or tenants, we are constrained to believe that the rural sections have not kept pace with the centers in this wave of progress. When we notice the restlessness of our country populations, their anxiety to get into the more thickly settled centers in order to enjoy the social and educational advantages which are possible through organized coöperative effort, we find ourselves face to face with the greatest problem confronting the South to-day, and we must admit this is a "Rural Problem." The educational, agricultural and religious leaders must unite their efforts toward bringing about such conditions out in the open country as will make country life more satisfying, more livable.

There are distinctively four agencies that stand out as the most potent factors in the solution of this rural problem, viz.: the schools, the homes, the churches, and the public highways. These four institutions determine the status of rural society. What is the condition of these determining factors as we find them in rural sections of North Carolina to-day?

In the first place, we need a new type of school in the country. The day of the little one-teacher schools, in which a young woman tries to teach all the grades, many times even going into the high school grades, using a course of study arranged by some idealist for the town schools, is doomed. To be sure, we cannot get rid of all the one-teacher rural schools at once, but it is only a matter of a few years before the people in the rural sections are going to demand an efficient type of school. When a few of these typical rural schools are established and the results presented to the people the smaller communities with the inefficient schools are going to become dissatisfied and demand that their children be given as good schools as those in the neighboring district.

Then will they be brought face to face with the necessity of consolidation and community effort. It is to be hoped that in a few years the

only type of school which will satisfy any rural community will be one with a minimum of three teachers in a district with enough taxable property without an excessive rate to equip and maintain a real country school, built and maintained out in the country, by country people, for the purpose of training country folks how to live prosperously and happily. This country school should have in connection with it from four to twenty acres of land, if possible a teacher's home, with the teacher employed for twelve months. In this school there should be a trained teacher of agriculture and the related sciences. There should be a domestic science teacher with an equipment for teaching the household arts. This course should be required of every girl after she passes a given age. This department should be used for demonstration purpose and frequently the parents should be invited to come to the school to inspect the work of their daughters and to attend demonstrations given by the teacher.

The school form referred to above should be used by the teacher of agriculture for demonstration purposes, where he can take his classes in agriculture, show them the practical application of the sciences he has taught them to the actual field work, taking care to so arrange the class work that it will fit into the farm activities of the season. Wherever there is one, the County Demonstration Agent should be called upon to visit this school farm at regular intervals, invite his demonstrators in the community to meet him there and with the students present five actual demonstrations to prove the great underlying principles of successful farming.

In this way, this new type of rural school would not only be teaching the boys the real practical things with which they are to deal in after life, but also would become a center of community activity for all the people. Of course this new rural school is going to have its course of study arranged to meet, as far as possible, the requirements of that boy who wants to farm, and can never go to any other school. It should be so arranged as to teach the country girl, who is to be the queen of some rural home, and can never get any further training than what she gets in this school, just those practical things about cooking, homemaking, the beautifying of the grounds, and how to utilize the waste. This new type school necessarily will require a different type of teacher.

Our teacher-training institutions have seen the handwriting on the wall and in the last few years they have begun to emphasize those courses which will equip our teachers for this crying demand. They are to-day paying higher salaries for teachers to do this work than for their music and art teachers.

It is very gratifying to visit the Normal Schools of the State and see the fine work done in the domestic science departments. We feel that the schools of the future, with teachers trained in these schools, must surely render greater service to their communities. We must not forget

that all this training cannot possibly make a teacher out of an individual who has not the missionary spirit, who has not gotten the proper vision of her relation to the community. The teacher who is to render the most efficient service for the rural community she is to serve must be acquainted with country conditions, must know something of the plant and animal life of the community, and be able to talk intelligently with the children and their parents about the things they are interested in. Her conversation should relate to these subjects, and should show that she believes in country life as the best and happiest life to be lived. She may not necessarily be deceitful and appear to know things she does not, but should show a desire to learn those things from the people of the community. Many a farmer is immediately drawn to the teacher when he is able to teach her something about farm life. The degree of interest shown in these folks and their activities measures the success of the teacher in the district. She must be interested and believe in country folks.

One of the most needed reforms in the country is more conveniences for the women of the home and more attractive surroundings for the young folks. Too many of our boys and girls leave their country homes because they have never been made to feel there was any place for them except as a hired man or woman to do the drudgery of the farm from one day's end to another. So many boys in homes of considerable means are never given a room to call their own, with pictures and furniture to make it attractive, but are stowed away at night in a small garrett or anteroom. This boy occasionally visits his friends or cousins in town, whose father is not worth as much as his own, and he is invited to an attractive, tidy room with neat furniture and pictures and he begins to think of this difference as only the difference between country life and town life, and he makes up his mind then and there that as soon as possible he is going to move to the town where he can have more comforts.

He spends the night with his cousin, sleeps with him in this comfortable room until six or seven o'clock in the morning. He remembers that at home he is called every morning in the year at four o'clock and has to work till dark, with seldom a Saturday afternoon off. Who blames the country boy, accustomed to this kind of life, for wanting to get away from the farm at the first opportunity? Some men pride themselves on getting their families up at four o'clock in the morning. These conditions should not exist. With modern farm machinery and improved methods of agriculture which are being taught, by our Colleges, our farm Demonstration Agents, the Farmers Institutes and the farm papers, there is no need of any farmer's working such long hours as formerly. He should be able to make a living working the same number of hours as men in other vocations.

The real teacher, who has won a place in the hearts of the people

whom she is to serve, can, by tactful suggestion, and by getting the proper literature and bulletins into their hands, get these people to think differently about these matters, and to see that they aren't treating their children fairly. Far too many of our farm homes have no convenient water supply. Often the women have to carry the water from a spring or from a well with wheel and chain, fifty yards from the kitchen door. This is the daughter's impression of life for a farmer's wife, and she soon writes across her heart, and shows it in her face, "No farmer need apply." There are dozens of farm homes in the State in which water systems have been installed, acetylene lights put in, the houses painted, flowers and shrubs planted, all because of the influence of some teacher who had a vision of her opportunities, and through the power of suggestions had brought these things to pass.

The successful teacher never circumscribes her field of activities by the walls of a school room but is ever alert to the larger opportunities for service to her people. By her interest in the neighborhood activities she makes her work in the school more effective. Because of the moving to the town and cities of so many of the best families our rural communities have lost the charm of the old time social life which existed in the days of the homesteader. Man is a social animal and the boys and girls of the country districts crave some form of social life. There is probably material in the community for various societies and social organizations, but there are no leaders to take hold of and direct the social life, consequently what attempts have been made at organizing a reading circle, a literary society, a betterment association, and many others have failed. The young lady who goes into this community to teach has been accustomed to some social life and has leadership and tact for organization. Right here is afforded an opportunity to take hold and direct the social life of her school district, and because of her superior advantages it becomes incumbent upon her to do this. She can thus show herself to be an important factor in the community life, and probably the next year the trustees will materially increase her salary to hold her.

The teacher must also enter into the religious life of the community and help out in church and Sunday school. The singing may not be as good as in her home church nor the dresses and hats in style, but she has gone to the community to render service and the greater the need the more pressing the duty. Some teachers excuse themselves because the church in the community is not of their denomination. Of course if there is a church of her faith in the community she should help in that, but if not she should go to work in the church and Sunday school most convenient, there to be a leader in the music and other religious activities.

Then the teacher who is to be a success in this new type of rural school is going to look around and see that to be of the greatest possible

service to her people she must connect her school with every organization in the neighborhood which has for its purpose the bettering of the rural conditions. There are the Boys' and Girls' Clubs, the success of which is in direct ratio to the interest that she shows in them.

The Betterment Association for the improvement of schoolhouse and grounds can be made a most valuable community activity if the teacher will get behind it. This new teacher must connect the school with the farmers' organizations, and become a member if eligible. The rural teacher really holds the key to the solution of many of our most intricate rural problems, if she will only accept this opportunity. She should take pride in leading the folks into a fuller realization of the possibilities of country life, help them to get a new vision of the beauties of nature and develop in them that trained imagination which shows them through the mental picture what their community may be if all the forces will only coöperate with the teacher in this new type country school.

Community Service in Sampson County

LULA M. CASSIDY, *Rural Supervisor.*

THE widespread agitation for rural uplift has crystalized into a practical experiment recently in North Carolina which, if successfully worked out, will demonstrate the feasibility of community organization and lead our rural people out along the lines of coöperative endeavor.

A conference of the State's leaders in educational, agricultural, health, moral and social development was held a year ago in the office of State Superintendent Joyner looking toward specific efforts for rural uplift. A plan for community organization was formulated which was to be tested out in some one community in order to establish a standard of community life. After casting about for a few months to find the place which would lend itself most readily to their plan of development, the State leaders settled upon Salemburg in Sampson County for the official community. The county officials of Sampson and the leading citizens of Salemburg joined hands with the State force in this experiment, and representatives of the State and county educational, agricultural and health departments met the whole citizenship of Salemburg in their little church March 31st for the formal organization of the first Community League. The organization has for its officers a president, vice-president, a secretary-treasurer and a corresponding secretary. The work of the league was allotted to six committees as follows:

1. Committee on Social Life; looking after:
   (a) Roads;
   (b) Recreation; fairs, games, neighborhood meetings, etc.
   Mr. Clarence Poe to be the adviser of the committee.
2. Committee on Educational Work; looking after:
   (a) The School;
   (b) The library; lectures, farm literature, and so on;
   (c) Boys' and Girls' farm clubs, debating societies, etc.
   Advisers for the committee, Supt. Joyner and Mr. Brogden.
3. Committee on Farm Progress; directing:
   (a) Farm production;
   (b) Marketing; coöperative buying and selling;
   (c) Rural credits, and thrift.
   Advisers, Mr. Hudson and Mr. Brown.
4. Committee on Moral Conditions and Improvement:
   To develop Church and Sunday School interests and to enlist these in the efforts for community development.
   Adviser, Rev. C. K. Phillips.
5. Committee on Health Conditions and Improvements:
   To make a survey and adopt means for insuring health of the community.
   Adviser, Dr. W. S. Rankin.

6. Committee on Woman's Work:
   To look after home equipment, to work out plans for household management, home industries, and so on.
   Adviser, Mrs. Charles McKimmon.

The league has been at work for eight months "developing its resources of soil, of home, of manhood and of womanhood." The most active agents in this work have been Dr. John Collinson and Mr. J. L. Tregellas, who were located in this community by the Rockefeller Sanitary Commission and the State Board of Health to make a sanitary survey of the entire district (which comprises about twenty-five square miles) and to eradicate all preventable diseases. From the middle of April to the first of September these health officers visited and inspected every home in the district, wrote into their records a complete health history of every individual for three generations, made 729 hookworm examinations, treated 280 cases of hookworm, vaccinated 211 people against typhoid fever, vaccinated 78 against smallpox, induced 14 families to completely screen their homes, rendered very material assistance in a local tax campaign which resulted in 80 votes favorable and 11 votes unfavorable, secured the passage of an ordinance by the town authorities to tax the people of Salemburg a sufficient amount to pay for the installing of the bucket type of closet at each of the 34 homes in the village, to build septic tanks for sewage disposal, and to pay a man to care for the buckets each week. They have now completed a sanitary closet campaign in the rural portion of the community also. The work of these men was not confined to health matters alone, but they touched every phase of the community life, lending aid to every undertaking which makes for civic or moral improvement. The committee on health work has coöperated fully with the health officers in getting results.

The agricultural interests of Salemburg have been splendidly developed in the last three years, and this community easily leads the county in farm productions. The Farmers Union, which numbers approximately seventy-five in its membership, is studying diligently the leading farm life problems of the day, and is looking toward definite activities along the lines of coöperative buying and selling, animal industry and better home and farm equipment. Every farmer in the community is inoculating soil and putting in clover or some winter cover crop.

The housekeepers of Salemburg are organized into a strong Matron's Club which is doing very significant work in the way of promoting home industries, household management and general uplift work. The entire membership is divided into several working committees, each of which has visited every home in its section of the community for the purpose of soliciting coöperation of every family in the health campaign, and these committees are systematically caring for the sick and suffering in their respective territories. Very recently the Woman's

Club organized the young ladies of Salemburg into a branch club, the prime purpose of which is to promote the cultural side of life and to coöperate with the older woman's club in its efforts to establish a community library. It is expected that the young ladies will in turn lend their influence and aid to the young girls, who have a very interesting industrial club. The women have caught the vision and have gone about their part of the work in a way that must give back results.

The young men, under the tactful leadership of the health officers, built a tennis court, organized a baseball team, and also a local band, which will soon be in shape to furnish creditable music for the public gatherings in the community. The social life of Salemburg has been greatly stimulated by the general quickening of community life and the young people are constantly making opportunities to enjoy life through wholesome and innocent means.

The church and Sunday School interests are in a high state of development. There is only one church and one denomination in the village and the membership is united and coöperative. The Sunday School enrollment is at present 387 and the per cent of attendance runs very high. The enthusiastic Baraca and Philathea classes have done a great deal of work recently in stimulating attendance and interest. The pastor, aided by the leading men and women of the church, conducted several lively temperance meetings which had large attendances because of the bright, interesting programs which were planned with a view to attracting the young people. The pastor, Rev. W. J. Jones, who is president of the Community League and principal of the Pineland Boarding School for Girls, has been untiring in his efforts for the advancement of the public interests of his locality. Mrs. Jones, who is corresponding secretary of the league, has marched shoulder to shoulder with her husband in the work.

The educational progress of Salemburg has for many years depended almost entirely upon the Pineland School; but the citizens, realizing that the public school has a specific place in the educational life of every community, and that it should be the central agency in the promotion of a scheme of development which is designed to reach every individual regardless of social caste or other circumstance, have set about to build up a public school which shall coöperate rather than conflict, with the splendid private institution in their midst. The first step in this direction was the voting of a special local tax in June, which enabled the committee to employ a good male principal and three lady assistants. It is the purpose of the committee to develop a good rural school, teaching sewing and cooking to the girls, and practical agriculture on demonstration school farm to the boys. The Pineland school has added a department of teacher training to its curriculum and will use the public school for observation and practical work. This work will be under the general direction and supervision of the State and County Departments of Edu-

cation. The committee for the public school has recently purchased an eight-acre site for a new school building which will be erected as soon as the funds are available. The school site will be amply large for a school farm, and the work in agriculture with the boys is being conducted jointly by the principal, Mr. R. L. Pittman, and the progressive and capable farm demonstrator, Mr. J. A. Turlington, who resides at Salemburg. The County Board of Education arranged for a joint Educational-Agricultural Health Institute for Teachers and Citizens to be conducted at Salemburg in August. This institute gave special attention to health, agricultural and domestic science training, and the State's experts coöperated with the county in working this plan out successfully. This work, it is believed, has augmented the efforts of the Community League very greatly in securing a high standard of country life.

The rapid achievements of this league, which have gone on record in the eight months of its existence, speak eloquently for the merit of the plan; and the splendid public school which is being developed at present, with its cooking and sewing for the girls and its woodworking shop for boys, its acre for school corn, its hot-bed and coöperative dairy school, all of which are either in operation now or will be in the course of three or four weeks, are some of the results which have been made possible by the Community League through the voting of the special tax last June and through studying to develop a type of school which shall really fit the needs of rural life.

If further testimony as to the practical merit of this scheme of community building is needed, it may be found in the fact that a neighboring community, Ingold, after watching the plan tried out for six months, decided that it was what they were looking for and, consequently, proceeded to organize their community by the same plan. This league has been operating for two months. Like the Salemburg league it is building up the life of the community very rapidly. The fact that communities which have an opportunity to study the experiment first hand are voluntarily entering into the same scheme of organization argues strongly for the practical worth of the scheme.

In every phase of the organization at Salemburg one can see the quickening of life, and the current of civilization which has always been more or less dammed up in Salemburg, as in all other rural sections of the South, has broken through the confining bounds of local traditions, customs and self-content and has become a freely flowing stream which is carrying the most of the barriers beyond the border, and is flooding the community with new ideas and activities. Every channel of activity and development is operating under the auspices of the Community League, and the success of the experiment is already assured, although the work which has been begun will require not months but years for complete development. It seems not expedient to push the material development more rapidly than the spiritual growth of the people.

The Significance of Club Work in North Carolina

Leon R. Meadows.

THERE was a time in the history of our country when the territory, now known as North Carolina, was completely dominated by the clubs of the savage Indians. As a result of the struggles made by our forefathers the Indians were subdued and the club which had ruled gave way to more useful articles, such as the axe, the plow, and the hoe. To-day, however, clubrule has returned; but the clubs of the present are quite different from those of pre-Revolutionary times; then they represented brute force; now they represent organization; they were used to destroy life; now they are used to conserve it. So thoroughly established are the clubs in our State that it is almost impossible to find a person who has passed the high-school age and who has not at some time in his life belonged to a club. Boys and men join pig clubs, corn clubs, the Grange, the Farmers Alliance, the Farmers Union, Athletic Clubs, country clubs, hunting clubs or literary clubs; girls and women are permitted to join most of the clubs mentioned above, and in addition they may be found in sewing clubs, poultry clubs, canning clubs, religious clubs, and betterment associations. This is by no means an exhaustive list of the clubs found among us, but these types will at least suggest how cosmopolitan our club life has become.

The causes of this club spirit are numerous. One of the chief causes is the gregarious instinct. It is natural for human beings to love the crowds; it is unnatural for them not to want companionship. A person who desires isolation rather than society is the exception and not the rule. "Man responds to the absence of human beings by discomfort, and to their presence by a positive satisfaction." [Thorndike '13, vol. 1, p. 85.] "To be alone is one of the greatest evils for man, so that solitary confinement is regarded as a cruel torture." [James, '93, vol. 2, p. 430.] "The possession of this instinct (gregariousness) even in great strength, does not necessarily imply sociability of temperament. Many a man leads in London a most solitary unsociable life, who yet would find it hard to live far away from the thronged city. Such men are like Mr. Galton's oxen, unsociable but gregarious." [McDougall, '08, pp. 86, 87.] Gregariousness is only one of the many social instincts which may be cited as causes of the club spirit.

Another prominent cause of this phenomenon is coöperation. Men and women, boys and girls are beginning to see the advantages of coöperation over those of competition. This idea is by no means a new one; we find coöperative unions in existence long before the time of Christ; but never before has the theory been adapted to such practical purposes. "In the social and economic sense of the word, coöperation generally means the association of work-people for industrial interests,

in store, workshop, or other undertaking and the equitable distribution of profits among those who earn them." [Standard Enc.] To-day, we have gone even further than this: there is coöperation among the non-industrials as well as the industrials, and there also exists a close interrelationship between these two classes.

The final cause, which I shall mention in this connection, is education: this works both upward and downward. At one extreme are those who are trying to disseminate information: at the other extreme are those striving to obtain knowledge. The clubs themselves are educative: here, members get training in social service through participation in coöperative effort; such training is exceedingly valuable to all participants. The club serves as a clearing house for ideas; each member falls heir to the accumulated experiences of the body. From this it may easily be seen that education is not merely a cause but is an effect as well.

Having examined the causes, let us now turn to the accomplishments of some of these clubs. Perhaps, the best organized union of clubs in the State is that known as The North Carolina Federation of Women's Clubs. This organization consists of one hundred clubs with a total membership of 3808. Each member keeps in touch with the work of its club; each club with the work of the State Federation, and each State Federation with the General or National Federation. In this way new thought is constantly being infused into the individual clubs. The work of the Federated Clubs is divided into eleven departments, namely: Art, Civics, Conservation, Education, Health, Home Economics, Literature, Library Extension, Music, Publicity, and Social Service. All of these are in a sense educational. Each department has a committee appointed to extend and perfect its work. The work is not limited to the members of the clubs, but an effort is made to help the entire community; in fact the spirit of social service pervades the whole federation. "Women realize that their part is still that of conserver and preserver, and they had asked themselves, as soon as their eyes became a bit accustomed to the growing light of freedom: In what way may I become of service under these changed conditions of life?" [Hist. Fed. Clubs '12, pp. 25-26.] Women have answered this question by active participation in community service. They have improved the sanitary conditions both in and out of the home: libraries have been founded; books, magazines and newspapers have been placed within the reach of thousands who did not possess such advantages before; many poor girls have been sent to college, and education generally has been advanced. The following from the 1914-'15 Year Book of North Carolina will show what is being undertaken: "Nothing is more vital than the improvement of our rural schools. A more permanent tenure of office on the part of the teacher is absolutely necessary to bring about this betterment. A home for the teacher—or teacherages, as they are called—

near by the school building will give a feeling of permanency sooner than anything else. If a visiting nurse may be induced to make her home with the teacher, so much the better." It is impossible to estimate the good that the Federated Clubs have done and are doing in our State.

The Farmers Union is another club that has become a vital factor among us. It has more members than any other organization in the State. To it are admitted as members farmers, school teachers, physicians, and those especially interested in farm work. Its purpose, primarily, is to build up the farm, to make the country a more desirable place in which to live, to promote education, and to bring about a stronger coöperation among the farmers. Already much has been done toward making the rural districts more attractive. Good roads have been built so that communication is less difficult than formerly; crops can be moved with less expense and with greater facility. Telephones have been installed; books and magazines are finding their way into the homes; modern improvements and labor-saving devices are doing their part in making the farm work lighter. A smaller proportion of people are leaving the farm for the city, and some are even leaving the city for the farm. The Farmers Union deserves much credit for the part it has played in helping to bring about the present conditions.

Under the leadership of Mrs. McKimmon, of Raleigh, the Canning Club work is being rapidly developed. During the year beginning December 1, 1914, and ending December 1, 1915, 32 counties were organized with a total enrollment of 1544 members. The membership is divided into 144 clubs with 78 supervisors. The total value of the vegetables and fruits canned by these clubs in one summer is $33,361.50; the actual profit is $25,935.74. From the economic standpoint alone it is not difficult to see the value of these clubs to our State.

The Boys' Corn Club work was organized five years ago, and through the untiring efforts of Mr. T. E. Browne it has spread very rapidly during the past year. At present there are within the State 51 corn clubs with a total membership of 4,402; it is expected that 10,000 boys will be enrolled in this work during 1915. Mr. Browne gives the object of these clubs as follows: "If the only aim of the Boys' Corn Clubs were to show them how, by growing a large yield of corn, they could win a prize, it would still be worth while, but would not be worthy of the devotion and untiring effort of those who are interested in making it a success. It is hoped, through these corn clubs, to interest farm boys in the upbuilding of rural North Carolina. It is the object of the clubs to prove to country boys that there is more in the soil than the farmer has ever got out of it; to inspire them with a love of the land and with inspiration for a deeper study of the book of nature; to afford rural teachers a simple, easy method of teaching agriculture in the school by the use of illustrations on the farm; to show the boys and young men in the country that

success in farming is in direct proportion to the intelligence with which labor is applied to the soil; and to impress on the boys and the country generally the great opportunity for the use of trained intellects in the solution of large rural problems. "The results of this work have been marvelous. Land which had been producing less than 20 bushels per acre has been made to produce more than 200 bushels per acre. The boys who grow the highest number of bushels of corn per acre at the lowest cost are given scholarships to the Agricultural College, where they can continue their study of agriculture.

Out of the Canning Club and the Corn Club have grown the Poultry Club and the Pig Club; the former for the girls, the latter for the boys. These have been organized only recently, but they bid fair to become as popular and as helpful as are their predecessors. It is the purpose of these clubs to stimulate an interest in the production of better poultry and better hogs so that the farmer will become not only self-supporting but that he may add to his income through the sale of these products. In order that rural life may be built up through these clubs the State has assumed the role of school-master and is furnishing directors, information through bulletins, and funds for club development.

It would be unjust, in a discussion of this kind, not to mention the work of the Betterment Association. This association, consisting of men, women and children over fourteen years of age, has done and is doing much for the betterment of public schools. Through its influence school terms have been extended, school grounds have been made more beautiful, the school and its environment have been made more sanitary, school farms have been bought and tended, and rural education has been greatly promoted.

The significance of the work of the clubs of our State can hardly be over-estimated. Barriers are being broken down, and the isolated ruralist is beginning to touch elbows with the leading educators. Men from the greatest universities of the world are going out into the country districts and engaging in the movement for the uplift of their fellows. Today in North Carolina we have engaged in rural education graduates of Oxford, Cambridge, Columbia, Johns Hopkins, Cornell, Chicago University, Yale, Harvard, and Princeton, and these graduates are reaching the masses largely through the organized club work. A closer relationship has been established between the home and the school, and between the school and the vocation. A new conception of culture is gradually supplanting the older conception. If our pupils are to become socially efficient we must adapt our school curriculum to the new standard; there must be a continuity between the informal education of the home and the more formal education of the school; theory and practice must go hand in hand.

Summarizing, we have shown that the clubs are very widespread in our State; that the principal causes of this club movement are the gre-

garious and other social instincts, the desire for coöperation and education; that the clubs are doing a great work in their efforts to further ideal conditions in the rural districts; and, finally, that the educators must see that the subjects presented in school actually function in the lives of the pupils.

Lee at Lexington

John Wilber Jenkins.

Calm-eyed, serene,
The swordless general stood,
Inspiring youth to noble thoughts and deeds;
Planting the pregnant seeds
Which in the peaceful time to come
Would burst into the fragrant bloom
Of a new nation bound in Brotherhood;
Remembering all the brave
Who climbed the heights of flame
Or plunged into the depths of hell
At his command;
Surveying all the hopes and fears
That crowded the disturbing years—
The star-crossed flag
That wreathed in glory, fell—
The valorous armies torn by shot and shell—
An Empire's embers, smoking in its ruins.
Proud of the very ashes of the past—
He knew his cause was dead,
But buried in a million loyal hearts
Duty had led him through life's tortuous ways,
His great soul did not know defeat,
Nor mourn the unreturning days.
The Valley of the Shadow
Unfaltering he trod—
As one who faces Heaven unafraid
And does not fear the judgment of his God.

The Use of Pageants in Schools

Sallie Joyner Davis.

PAGEANTRY in America is still in its infancy, the earliest formal pageant being given about eighteen hundred and eighty-eight. Since that time all sections of the country have recognized the richness of their background and the fullness of their dramatic possibilities, and have presented in pageant form almost every phase of American life. While each year discovers new phases, so inexhaustible are the uses of pageantry that only its fringes have been touched upon. The several hundred pageants that have been given are so varied in size that they have been produced in small theaters, halls, parks and even bigger enclosures; so varied in their simplicity or elaborateness that they have ranged in price from one dollar to seventy-five thousand dollars; so varied in subject matter that they have been drawn from historical, literary and purely fanciful sources. Each has seemed a law unto itself, but out of all this variety have evolved three types of presentation, the parade composed of floats and marching companies, another out-of-door performance at selected sites of historical events, and the indoor entertainment made up of scenes so related as to possess unity. The greater number of outdoor pageants given have been produced by towns of all sizes and their neighboring communities. In 1908 Quebec celebrated her 300th anniversary; a year later a New England town of less than two thousand inhabitants celebrated its anniversary in the presence of twenty-five thousand spectators.

While much may be said of the parade and other outdoor performances for the use of schools, the indoor performance is the best adapted to the average school, certainly to the one in which the number of performances is comparatively small, as an outdoor performance needs very many more people than the one indoors.

There is no reason why the teachers of the upper grammar grades and high schools of both country and town should not make frequent use of this form of the pageant. Once fully aroused to the undertaking, the teachers will find talent capable of entering into it. While there may be lacking a certain finish and perfection, the spontaneity of the effort and the enthusiasm of the performers will make up fully for defects in other respects.

In his introduction to Miss Esther Willard Bates' book, *Pageant and Pageantry,* Mr. William Orr says: "In its nature, methods and aims the pageant is much to be preferred to the plays, fairs and exhibitions often given. The instruction in history, science, language, art and literature is direct and vital. Pupils live in the scenes they are rendering or witnessing. Imagination is quickened. The process is constructive, not analytical, because the appeal is to all the faculties. Such a

Costumes in First Colonial Entertainment, Given at the Training School, 1911.

strong interest is certain to have a profound influence on the reading of the pupils, and often dramatic, literary or artistic ability is discovered. The effect of the production of a pageant on the school organism is somewhat akin to the results seen in the larger community of town or city in that a fine spirit of helpfulness is engendered. Both teacher and pupil work for a common aim. The pageant may be regarded as one more instance of the way in which the new education is using the play instinct. By reason of the constructive quality of such entertainments, their appeal to the hero worship and the historic sense so strong during adolescence, and their genuine artistic quality, they must be regarded as most important devices put in the hands of the teacher today."

An increasing number of pageants is published every year which may be adapted to almost any school in almost any locality. These should serve more as suggestions, for, as Miss Bates points out, that pageant "is most effective and educative when it is conceived for the occasion, produced by the participants and representative of the actors."

Last February a Colonial Pageant was given in the auditorium of the Training School by the students of the History Department. It was an adaptation of a pageant given in full in Miss Bates' book. Five of her episodes were omitted, four were used with some substitution in part, and three new ones were added, making seven complete units connected by the prologues. The pageant opened with a processional march of the entire company down the center aisles of the hall, up on the stage, crossing and recrossing, and down again to the seats reserved for them near the stage. The mass effect of the actors, costumes, music, singing and onward motion was very fine. The interest of the audience in the individual players stimulated interest in the performance.

After an introduction by the Prologue the episodes were given in rapid succession. "Ye Olde Time School," in a series of tableaux, gave an opportunity to use the children of the practice school. The first year academic students of the school were reading Hawthorne's Province Stories in connection with their work in English. The second episode of the pageant was a pantomime of old Esther Dudley summoning the ghosts of by-gone guests to a midnight revelry at the Province House. The Minuet, danced by ten couples, the Edenton Tea Party, Dainty Dorothea and the Declaration of Independence followed. Dainty Dorothea was given in song, tableaux and a few steps of the gavotte at the close. The episode that had the most local color was the Edenton Tea Party in which about fifty took part, many of whom were the descendants of those high-stepping dames who met in the home of Penelope Barker on that memorable day, October 25, 1774, to protest against the use of tea and other English importations. As a grand finale the actors were grouped upon the stage and both cast and spectators joined in singing "America."

A word should be said of the money and time spent on this pageant.

The department was allowed twenty-five dollars to use in staging and costuming. Not a penny of it, however, was used, as the staging was reduced to a minimum and the costumes were designed and entirely made from the students' own wardrobes.

The style of last winter's coat could not have been better had Dame Fashion had Colonial pageants in mind. Rounded in front and long in the back, the coat had just enough of the masculine cut to make it very effective. With the coat of her best suit, basketball bloomers, hair plaited and powdered, a soft handkerchief stock, a bit of lace at the neck and in the sleeves, low-cut shoes with pasteboard buckles, the tall girl made the handsome, dignified Colonial gentleman of the Minuet and the Declaration of Independence. The costume of the stately Colonial dame, fashioned from the flowered crepe kimona draped high over the hips, the silk petticoat, a ribbon girdle and bits of lace and velvet, was devised by the first year professional student. It speaks well for the ingenuity of the girls when less than three dollars was spent by the entire cast of more than two hundred people.

Only one episode, the Minuet, was assigned as long as two weeks before the night of the entertainment. The other episodes were given to classes or groups of classes, and only class time was used for the little practice needed. Owing to the character of the pageant only one full dress rehearsal was necessary. At no time was the adaptation of this pageant to any good size high school lost sight of.

Here the advantages of a pageant for a whole school over the play may be emphasized. A play is a continuous action on a single theme, a pageant is an interrupted action on related themes. A play has unities of time, place and action, while the pageant dispenses with all these. Because of these differences between the play and the pageant the latter has a freer scope, a wider range for numbers than the former. In a pageant the same characters seldom appear in more than one scene, making it possible for several episodes to be practiced at the same time. A pageant allows many more people to have important parts and each part is, as a rule, short, easily learned and easily rehearsed. Then, too, in a pageant the average actor can do excellent work in a single episode since she does not have to sustain a character through a scene longer than ten or fifteen minutes.

In the public schools of our State the law requires North Carolina history to be taught in the fifth and sixth grades and the history of the nation in the seventh grade. What finer entertainment could be had than a State or national pageant developed in ten or twelve episodes all through the year? The history and literature of North Carolina, its wonderful industrial and educational progress in the last half-century, would make a fine program for the closing exercises or the county commencements.

Sir Walter Raleigh presenting the two Roanoke Indians, Manteo and

Wanchese, at the court of Elizabeth, the deeding of a large grant of land to George Durant by the chief of the Yeopim Indians in 1653, the coming of the Palatines, the Swiss, Germans, Scotch-Irish and the Highlanders, in three episodes would visualize the settlement of the State as no printed words could. The Edenton Tea Party, the Mecklenburg Declaration, the Halifax Convention, Flora MacDonald at Moore's Creek, Betsey Dowdy's Ride are full of dramatic possibilities as Revolutionary episodes. The industries and products of the State, the evolution of the country school from its state of solitary desolation of twenty-five years ago to the present day when it is fast becoming the center of community life have in them effective uses. The grouping together of all the actors around the Great Seal would make a suitable closing. The girl representing the left-hand figure of the seal might give the prologue.

Besides a State or national pageant, a school or, better still, the schools of any one of the one hundred counties could present a county pageant which would prove a fascinating field of endeavor to all concerned, teachers, pupils, communities. As a pageant of this character particularly takes a territorial unit into its grasp, arouses it into bringing its own history to life again and thrills it with pride at its own achievement, it is one of the most potent forces in civic and social development.

The Value of Instrumental Music in Rural School Work

Lida Hill.

THERE was a school, in the time of Dickens, which he called a hothouse for the forcing of intellectual vegetables. "Every description of Greek and Latin vegetable was got off the driest twigs of boys. Nature was of no consequence at all. No matter what a young gentleman was intended to bear, the teacher made him bear to pattern somehow or other."

We hardly need a description of the teacher of such a school. We can see Miss Blimber, dry and sandy with working in the graves of the deceased languages and facts, which must be dead, stone dead, to attract Miss Blimber's attention.

Nor does it take very keen foresight to predict the result of such education (?) on the pupils, but Dickens gives us this: "Under the forcing system a young gentleman usually took leave of his spirits in three weeks. He had the cares of the world on his head in three months, * * * and at the end of a twelvemonth had arrived at the conclusion, from which he never afterwards departed, that all the fancies of the poets and lessons of the sages were a mere collection of words and grammar and had no other meaning in the world."

And so the description goes on, clever and funny, but how sad. Does Dickens have in mind only the punishment of such teachers when he suggests "that the teachers be set to work in a stony soil to make new roads, and that Miss Blimber be made to go before with a pickaxe"? Or does he really see into the future when new roads will be made toward real education?

Such roads we know are being made rapidly in all departments of education; and it is to one of these roads that we wish now to call attention. It seems to me that perhaps the saddest thing in this description of Dickens' is the thought that the children "usually took leave of their spirits in three weeks." Of what use can education be to a person who has "taken leave of his spirits?" Is this education? Isn't education rather the development of power? Power to enjoy as well as to understand and to do?

We know, now, that we cannot force an education on a child. What we can do is to stimulate and encourage a child's natural instincts and desires. The love of rhythm and melody is a large part of a child's nature. We recognize this in our public school music when we give tuneful songs, and in the reading lesson by using rhymes and jingles. Why not, then, in all sorts of marches and dances; to say nothing of the beauty that lies before a trained listener of music. Just here is where we can stimulate instead of repress the spirit of the child. As an ex-

periment instrumental music has been introduced into various schools, and the report comes to us that the real, the vital benefit achieved is the new spirit injected into the normally dull lives of the pupils.

We now know, too, that we cannot educate the masses as masses but rather the masses as individuals. There will be some children who show a natural love of music, some of literature and so on. Is it right to curb the natural desires of the child and direct him to other work for which he is not fitted by nature? When a child shows a genuine love for music what a pity to shut this joy out of his life; pity for him and pity for those he could help through his music.

But it is not so much for the purpose of giving individual lessons that we recommend musical training in teachers. It is rather for the social side. The school should be the attractive place in its community, to the older people as well as to the children. People in North Carolina are recognizing this fact, and I believe that it is for this reason that so many communities are calling for teachers with musical training. If a school is attractive enough it will inevitably become the social center of its community. I know of one school here where the teacher himself bought a piano because of the recognition of its value at his community gatherings. He paid for the piano, in part, by giving lessons to some of his pupils. But it paid for itself over and over again in the pleasure and real musical education it brought the school, the community and the individual teacher. In one school district in this State every school in the district has its own piano.

With a piano in the school and a knowledge of the real musicianship of the instrument think what a wealth of enjoyment the teacher can bring the community. The public school music can be twice as valuable and the dramatics and entertainments far more worth while. Where this is not possible a great help can be found by using graphophones or Victrolas, but it surely does not have to be shown how far in advance of even the best of these a musically trained teacher can be.

It is only necessary to point out the good such a teacher can do her church. It is safe to say that every church member wants good music for his church. Why, then, does he not get it? If we look into the history of music we find that the first really great music that the world ever knew was sacred music; that the church fostered and encouraged music when it was known nowhere else. That was in Italy. And today the Italian peasant gets more joy and happiness out of music during the first six years of his life than the average American from his whole life. If the children here could hear good music in their churches they could not go home and enjoy their rag-time. They would see then just what an appropriate name rag-time is, for surely music is in rags and tatters when it appears in that form. A teacher can hardly do more for her people than help to improve their church music.

Instrumental music, then, is one of the ways by which a school can

develop the child nature, and, again, it is a most useful factor in promoting community spirit, that prop on which the success of the teacher's work so largely depends.

The Training School recognizes this side of a teacher's usefulness. It recognizes, too, the help that instrumental music can be just here, and I believe it is about the only normal school anywhere that allows instrumental music to be substituted for one of the subjects in its regular teachers' course.

The music department tries in every way to make its work practical. Students are encouraged to enjoy playing for others as well as for themselves. They are given opportunities to learn the accompanying of hymns and children's songs.

All of our girls are encouraged to go out to help their communities rather than to thrust a certain amount of facts into the minds of the school children. They are urged to apply all of their knowledge to present day vital living rather than to dig, like Miss Blimber, into the graves of forgotten affairs. They are told how to make their schools attractive as well as useful; how that in some places in this country the schoolhouses are really the property of the community. These buildings are not locked but left open so that those who wish may come in the afternoon to enjoy the magazines, books and *music* which they can find there.

Perhaps of all roads which the far-sighted Dickens saw leading to real educational centers this road of music is the least marked today. But it is one which has proved and will prove its value when used by the right teachers in the right way.

The Work of the Schools in Developing Moral Character in the Grammar Grade Child

C. W. Wilson.

(This paper was read at the Teachers' Assembly. It was one of three papers on the different phases of education).

IT IS not necessary to say in this paper that it is incumbent upon our educational system to give back to society men and women with strong moral characters. There is no other power available to man that can conserve the twentieth century civilization save personal manhood and womanhood as expressed in moral conduct. We shall assume in this paper without argument that the chief aim and end in the work of the school is ideal citizenship—men and women trained to respond cheerfully, favorably and efficiently to the demands of the social group. This is moral conduct.

In the discussion of the phase of the subject assigned to me I shall have to deal more or less in generalities, but I prefer to avoid the technical and abstract and will, therefore, restate the problem in my own way, viz.: "How Best May the School Develop Moral Character in the Grammar Grade Child?"

Our working basis may be stated as follows: Given the child, what he is by heredity, what has happened to him before he reaches the grammar grades and the present environment. Required to find, what the school must do to evolve out of this material and situation the socially efficient citizen.

We note in the first place that our schools had nothing to do with what the child is by heredity, but it is of vast importance that we find out what was transmitted to him through heredity. This is a variable quantity. No two children are alike by nature, and in all probability their previous training has widened this difference. But in their stock of native motor activities is to be found a factor more definitely fixed and this we call the instincts. There are certain instinctive tendencies which are relatively uniform in all normal children, and these furnish the teacher a sure starting point for moral training. These constitute the basis of action and action is the determinant of morality.

The school must likewise know what has happened to the child before he reaches the grammar grades. Here again we find that the school is unable to reach back into the past and change that. We must of necessity accept his mass of experience as it is whether acquired under favorable or unfavorable conditions remembering that his past, whatever it may be, and his inherited characteristics constitute his only basis of work. His experience and the social standards of his community are his only standards for determining conduct.

In the third place the *environment* is the field for the active and diligent work of the school. In the manipulation of environment the teacher has all possible latitude for skillful and efficient work or for

miserable failure. Success in this field of activity—the molding of moral character—is the most glorious work in the universe, and failure here is the most dismal of all failures.

The method by which we may attain to success in this work is a most important consideration for every teacher. The direct method of moral training was for a long time thought to be all sufficient. But it has failed. To know right does not of necessity give the inclination to do right. It seems to me that the teacher's work in building moral character cannot differ to any appreciable degree from any good teaching, for teaching that does not function in moral conduct is not good teaching.

In the work of moral training we all agree that the emotions must be utilized. It seems to be a fact, also, that the emotions may be aroused through the instinct of sympathy by means of stories of bravery, sacrifice, devotion and the like, but this method is inadequate and unnatural. It is inadequate because it does not provide a situation in which the child can perform the appropriate act and is, therefore, likely to develop a citizen who will be satisfied to experience emotions unaccompanied by appropriate action. It makes the emotion the important thing. It is unnatural because it places emotion before action which seems to be the reverse order. This much we do know, that the emotion does not always beget the corresponding action in conduct, whereas the act is sure to be followed by the appropriate emotion. The direct moral training is at best a sort of external veneer. Really effective moral training must be the result of growth in the child's inner powers, tendencies and potentialities. It appears then that if the regular course of study is sufficient for the growth and development of the child mentally, it also furnishes the best material for moral instruction. In fact, I am persuaded that any special work added for the sole purpose of direct moral training only serves to take the backbone out of the regular course of study.

There are several factors that we need to take into account in the work of developing moral character. In connection with school work, first, we, the teachers, have got to bring ourselves to realize that the acquisition of facts is not an *end* to be attained, and that the whole of education is not an end in and of itself, but only a means to an end. Not learning but *doing* is the only justification we can offer for the time and cost of getting an education, and only *well* doing is full justification. Moral training can be built on no other basis than the basis of doing. The school must of necessity shift the emphasis from learning, from the mere harvest of facts, before it can be successful not only in moral training but in any really efficient teaching. Action or conduct is the measure of life and morality. Action implies using, and if our schools shall ever teach children to use in their own personal problems the facts which they are getting in school we have got to learn how to present

them in such a way as to develop the power of evaluation of facts—the power to judge and discriminate. There is no denial of the fact that the child cannot use his information unless he is able to properly organize it on the basis of his own individual needs. Storing facts in the memory is the easier task and we are all prone to follow the line of least resistance, but it is important to remember that the teacher's work is not done until the child has gained the power to judge well and select wisely, in his time of need, from among the facts he has been getting, and the newly acquired reactions are worked over into desirable and habitual modes of response.

The teacher's own method of work and of presenting the subject matter day after day throughout the child's school life goes a long way in determining the moral standards she is fixing for the child.

A question that should be of much concern to every teacher is this: Am I organizing and presenting this subject-matter in such a way as to develop the power to think, to judge values, and to organize book-facts into useful and usable material for the child's own problems? The teacher must think before she can teach the child to think, she must judge and organize before she can ever be instrumental in the development of this ability in the child. When the teacher herself is doing this and is in turn developing this power in the child she is getting down to bed-rock bottom in moral training.

But it is impossible to develop the power to think or to use the judgment so long as we have the child at work upon abstract problems or problems of a general and hazy nature. His problems must be concrete, his aims specific and all these must be vital to the child, they must grow out of his personal necessities, interests and desires. Instead of merely fixing the facts in his memory he must interpret their meaning in terms of his own experience, and pass judgment upon their value to him in his immediate needs. When he does this he can *use* what he is getting, he becomes constructive and productive, and any method of teaching that does not give this power is abortive and does not contribute to moral character.

But we must still go one step further. The child must not only acquire the power to *use* the information that he is getting in the school but he must also get the *inclination* to use it for the good of the social group in which he happens to find himself. Here again the ordinary school work provides a favorable situation for the exercise of his good intentions. He learns the lesson of give and take, and the school environment may be so manipulated as to bring him to realize that he gets most for himself when he contributes most to the good of the group. In the grammar-grade work we are fortunate in that we have the child when the altruistic tendencies are prominent. He hears voices calling him out of the self into social achievements. He will sacrifice his own comforts and pleasures for the good of the group if the proper returns

are forthcoming. To this end the teacher must be skillful in the use of praise and approval. This is a delicate situation for the teacher and if it is not wisely handled she will lose her opportunity of inspiring the inclination to use his powers for social instead of selfish ends.

The environment here strongly supplements books and lessons. A strong moral character can never develop out of a school room in which the most conspicuous thing is disorder. I do not refer simply to the behavior of the children, but the order and arrangement of desks (teacher's and pupil's), books and material, the appearance of furniture, blackboards, walls, windows,—in a word, the room and its equipment and furnishings. Be is said gratefully that moral character has developed in spite of such a situation, but in a situation of general disorder and untidiness we do not expect to find a strong sentiment favorable to the most desirable social ends.

Then again, nourishing food, pure air, and good health are essential to moral training. The sick child or the group of children in a stuffy room can but have low standards of conduct. The teacher's health is also a matter of much more concern than we generally give it. A child with measles is not allowed to remain in the school, the school law regulates that and we say it is just and right, forgetting that the nervousness, the bad humor, the lack of self-control on the part of the sick teacher, and her disregard for the rights of others are more catching in the school room than measles, and if they persist the results are most antagonistic to moral conduct.

In the grammar grades the child passes out from selfness and self-interests over to the group interests. He is then seeking the approval of the group and he cares more for the good opinion of his companions than for his own personal needs. It is in this period that many a child gets from the relation between teacher and pupil a permanently erroneous notion of government and the relation of the governed to those in authority. The teacher must play a double role, she must not only be the teacher with authority, but she must also be recognized by the pupils as one of their group in order that she may wield the largest possible influence in molding the public sentiment of the group. The relation must be both one of authority and one of equality—full of sympathy and consideration, and an abiding interest in the pleasure and problems of the children out of school as well as in the class-room. The child could not clearly define his rights in the school room, perhaps, but he knows that he has or should have certain rights. The teacher must be able to define the rights of the child as well as her own, and must respect his with the same courtesy and consideration that she expects of him in return. The selfish, inconsiderate, domineering teacher cannot develop moral character.

The school is society's organized agency for the child's growth and development, and society has a right to demand of the school a full and

well-founded growth. To meet this demand it must take into account the three phases of child nature. It is going to improve upon what it is now doing for the intellectual side, and it is going to do a great deal more for the child's physical growth and health than it has ever done. But this is not the end. The possession of a strong mind in a sound body with a full quota of ethical habits functioning in moral conduct is the measure of ideal citizenship.

To be able to react favorably to the environment and for the best interests of the social group is a power to be coveted for the adult, but if it is not acquired during childhood and youth the day of opportunity is past, and the school has lost out in its greatest work. The teacher who fails to develop the socially efficient citizen cannot plead the lack of opportunity. The school with its equipment, environment, and regular course of study furnishes ample means. Skill never counts for so much anywhere else as in the manipulation of this sort of situation. No other labor is so amply rewarded, for nothing of a material nature can be compared in value to the life of a man whose standards of action spring from sturdy moral character and find expression in the socially efficient life.

Loafin' on the Corners

HAROLD BARNES.

Pears as lots o' fellars
  Ain't got much to do,
Loafin' on the corners
  Ever' block or two;;
Settin' 'roun' on boxes—
  Sech a motley class,
Gawkin' at the ladies
  Ever' time they pass.

Winkin' at their comrades,
  Makin' coarse remarks,
Laffin' jes' fer meanness—
  Pesky human sharks!
Chewin' their terbacker
  In a knowin' way,
Spittin' on the sidewalk
  All the blessed day.

Losin' time an' money
  Settin' there the while;
Talkin' about their neighbors
  In a shameful style.
Mos' devoid o' modesty,
  Full o' evil tricks,
Loafin' on the corners,
  Talkin' politics.

Teaching Spelling in the Primary Grades

Bettie Spencer.

SPELLING! How I have shuddered at the word! Why? Was it the subject itself, or the way it was taught that caused me to dread the lessons in that subject? I say, most emphatically, the way it was taught as has been proved by the use of a different method. Now, I ask myself, as a prospective teacher, am I going to teach spelling on a purely mechanical basis, or am I going to secure the interest of my pupils in that subject by causing them to feel a need for it, to feel that they are gaining by the study of it, and to realize that they are making new words their own? Shall I not consider that there is something more to the subject of spelling than the mere testing of it, which was the idea of the teacher of former years?

But how am I going to do this? Which method shall I use? Before I decide this question I will first think of the two ways of presentation, —written and oral,—and of the likenesses, differences, values and disadvantages of each. The first step that should come in the process of teaching spelling by either the oral or written method is the preparation, and this is the real teaching of it, which involves supplying the need for the child to learn the words. This is based on the pedagogical fact that we really study and learn when we feel a need for the unknown. In this step the teacher should also see that the child knows the correct pronunciation of the new words, that he has a clear visualized form, and that he knows the meaning. In learning the meaning of the words he should be taught the use of the dictionary, but not to a great extent, for the better way is to learn the meaning from the context. Still another factor in this step of preparation that is common to both methods, is that, after learning a new word, that is, its correct pronunciation, form and meaning, the child must make the word his own by using it, and this opportunity must be provided for by the teacher.

The second step in the process of teaching spelling is the testing of it. This, whether in oral or written, seemingly plays a small part. Its only use is to see if the child can write accurately the written form. However, the written form proves most useful in life, hence the importance of forming the habit in the right way for it is easier to form a correct habit than to break an incorrect one. The written method gives this opportunity while the oral is deficient.

But before deciding which method I shall use I will think further of the values and disadvantages of each method. If I teach oral spelling alone what results am I to expect other than those gained from the step of preparation? (1) Clear enunciation; (2) deep concentration; (3) more time saved for myself and pupils. Although a direct appeal is made through the ear of the child, this is far less important than the appeal

made through the eye. But are these results sufficient to meet the demands of the pupil in his use of spelling? No, for as has been said before, in life they will need the written form only, and in the use of the oral method they will not have formed the habit of the written form but of the oral only.

On the other hand, if I teach written spelling only, what results can I get besides the gains from the preparation? (1) There is an opportunity for clear visualization, (2) the appeal comes through the eye, (3) the habit of the written word is formed, and this proves most useful, (4) every child has the opportunity of getting all the words. The opportunity for clear visualization, in the mind of the careful thinker on this subject, is possibly the most important.

Now that I have weighed both the oral and the written, am I going to draw a distinct line between the two and say that I am going to teach oral alone or written alone? I should think not. It seems to me that the written spelling is far better than the oral, but I shall not lose sight of the fact that there are a few good points in the oral that should be retained, and I think that, with care, the two methods could be blended very satisfactorily.

The third step in the process of teaching spelling is the correction, which is almost as important as the teaching of the lesson itself. In the first place let us consider what are the possible causes of misspelled words. These are: (1) improper visualization, (2) incorrect pronunciation, (3) diseased auditory tract, (4) carelessness on the part of the child. Now that I have clearly in mind the causes for the misspelled words, how am I as a teacher to provide for the correction of the words misspelled? First, I shall see that the child has the correct form, meaning and pronunciation. I shall then provide various exercises for the use of these words, so that the child will become thoroughly familiar with them. Drill on the misspelled words is essential, but the drill must be interesting, short and attractive. If a pupil is careless in his spelling, some task, such as sitting in and writing the words, can be given for punishment. But there is one point that I must not neglect; that is, the child must be made to feel that the correction is being made for his good.

Thus, in summarizing the things that must be kept in mind to teach spelling for the best results: (1) The child must have his interest aroused, (2) he must feel a need for knowledge in this subject, (3) he must learn the correct pronunciation, the correct meaning, and he must have a clear visualized form of the new words, (4) he must be able to write the written form accurately and quickly.

The absence of these important factors caused my dread of spelling, and will not the same cause others to dread it likewise? Will not the use of these factors cause children to take an interest in spelling?

Reports on War Topics

THE reports below were regular class work, compiled from current magazines and newspapers, by members of the second year academic or "B" Class in History.

The Causes of the War

More than half of the people in the world are now at war. On one side are the British Empire, France (including her colonies), the Russian Empire, Belgium, the Japanese Empire, Servia and Montenegro, all amounting to 26,904,322 square miles in area and 786,830,000 people; on the other side are Germany (including the colonies), Austro-Hungarian Empire and Turkey (including Egypt), all amounting to 2,062,094 square miles in area and 162,920,000 people. The total land area of the earth is 55,500,000 square miles and the total land area of the countries at war is 29,566,416 square miles. The total population of the earth is 1,623,000,000 and the total population of the countries at war is 949,-750,000.

The real causes of this great war may be found in the crossing of the ambitious desires of the European nations, especially Germany, France, England and Russia. As Germany is the one nation who is warring alone against almost the whole world, it is well to give what she wants first. Germany wants (1) to extend her influence through the Balkans to the Mediterranean Sea, (2) she wants to get control of the Dutch and Belgian harbors, (3) she wants to get more colonial possessions, (4) she wants to establish the divine right of kings and (5) she wants supreme control of the sea. Germany's aims come into conflict with the aims of Russia, France and England. That is why England has made a truce with the Bear (Russia) and joined with its ancient enemy, France. Germany's ambitions have separated her from all the rest of Europe except Austria. Germany has found in Austria "a brilliant second" because she can work through Austria.

France is willing to let well enough alone and is busy with her internal development. Since the French and English soldiers met on the upper Nile in 1899 their ways have not crossed. The one great cross to France is that the territory of Alsace and Lorraine is in the possession of Germany. These provinces belonged to Germany for about 805 years. When Germany was forced to cede the greater part to France, France kept it till 1870, when Germany seized it, and France has never been able to get it again. This caused France to hate Germany and it is the reason she is involved in the war to-day.

England's attitude to-day is more to defend what she already has rather than to acquire more. Her empire encircles the globe and she is

in command of the sea. She wants to maintain the balance of power as it is. She feels she would not be safe if Germany has the ports of Belgium or Holland, nor would she welcome Russia in Norway or Sweden. She does not want a Russian or German naval base at Constantinople to threaten her Mediterranean supremacy. Of the two she prefers Russia to Germany.

Russia wants (1) to reach open sea or the Scandinavian Peninsula, (2) she wants to gain access to the Mediterranean by ownership or control of the Balkans and to open the Black Sea by the possession of Constantinople, (3) she wants an open port on the Pacific and control of Manchuria. Russia's and Germany's ambitions clash vitally in the Balkans.

Such are the conflicting national ambitions which have for ten years kept Europe talking of the war which is now upon us.

HALLIE JONES.

The Incidents that Brought on the War

For a long, long time there has been a race hatred between Austria and Servia. The Austrians are a Teutonic race and the Servians are Slavs. The Servians want control of the Balkan States and a little kingdom in Austria known as Bosnia.

Out of the hatred between these two nations came the murder of the Archduke of Austria and his wife on the 28th of June, 1914.

The Archduke of Austria, Franz Ferdinand, had suggested that this Dual Empire of Austria-Hungary might even have three divisions—the third division being Slav. The Servians knew that this meant when he became ruler of Austria he was, if possible, going to bring them in subjection to him.

The Archduke and his wife were entering the capital city of Bosnia when a bomb was burst behind their motor, shattering the motor which followed and injuring its occupants. The Archduke was anxious about the people who were injured and, with his wife, he started to the hospital to see about them, when a young man stepped out of a crowd and aimed a pistol at the duchess. The Archduke threw himself in front of her to shield her. Both the Archduke and his wife received mortal wounds.

This event has gained much sympathy for the old head of the house of Hapsburg, the uncle of the unfortunate Archduke—he is so utterly alone and has had so much trouble. Twenty-five years ago he lost in a tragic way his only son; sixteen years ago his wife was murdered; his brother became Emperor of Mexico only to be shot there; Maximilian's wife, the Emperor's sister in law, became an inmate of an insane asylum; another sister in law was burned to death in Paris; the Archduke John renounced his rank and disappeared; and now comes the death of another nephew, the heir presumptive.

After this murder the Austrians demanded that they be allowed to go down into Belgrade, where it is supposed the plot for the murder was made, investigate the conditions and see what they could learn about the plot and murder. But Servia, as a free and independent nation declared that she was quite capable of managing her own affairs and that she would investigate this thing and see what could be done but that, under no conditions, should Austria come into her territory to make an investigation. Then Austria said, "If you do not let us go down and see about this thing we will fight you." Still Servia was firm in her decision and Austria declared war on her on July 28, 1914. As soon as war was declared on Servia, Russia joined her and declared war on Austria. Then Germany went into the war on the side of Austria, and now France, England, Belgium, Montenegro and Japan are fighting Germany and Austria, who were joined by Turkey in the last of October.

Ola Carawan.

Belgium

Since Belgium has been drawn into this war through no fault of her own, and since she has been the greatest sufferer of all, we thought it worth our while to find out something about this wonderful little nation.

The home population of Belgium to-day is 7,579,000. Her colonial possessions, most of which are in Africa, are 20,000,000. The area of Belgium is less than one-fourth as great as Mississippi and yet it has four times the population of Mississippi. Twenty-two and one-half countries like Belgium would be required to make a State like Texas and if Texas was populated like Belgium it would have as many people as the United States and Germany together, and if the United States, not counting Alaska, had as many people to the square mile as Belgium, we would have more people than are in the entire world to-day.

With all this vast population of 7,759,000 people they are living in an area of 11,373 square miles. She is so crowded that 50,000 of native born Belgians are in the United States and 14,000 leave to seek better homes in other countries every year.

There are people in this country who cannot hold conversation with each other. These are the Flemings and Walloons. Their tongues are Flemish and French. There are nearly 300,000 Flemings who cannot talk with the Walloons and about as many Walloons who cannot talk with the Flemings. There are only about ten per cent of the people who can speak both. In their customs of living and habits of mind they differ as much as the English and the French and in speech as much as the Germans and the Scandinavians, but yet there is a tie that has bound them together for generations: this is, a bond of religion, for they all subscribe to the church of Rome.

The Walloons are stoutly built and are dark, while the Flemings are fair and are more industrious.

The industries of Belgium are: Manufacturing engines, lace, rugs and mining the rich coal deposits. Some of the engines are needed for the Panama Canal. The city of Malines gave the Malines lace its name. The city of Brussels gave the famous carpet its name.

The wheat yield of Belgium in 1913, covering 400,000 acres, was over 15,000,000 or about 37 bushels to the acre. Our yield is only 15 bushels to the acre. It also grows 50 bushels of barley where we have 24, and 312 bushels of potatoes where ours are 90. Her other crops are in proportion. Belgium is to-day one of the most fertile sections of this world, supporting 500 to the square mile with truck farming as its principal industry.

If Pennsylvania exported goods to the same value, in proportion to its area, that Belgium does, its export trade would amount to three billion dollars a year; in imports Pennsylvania would buy near four billion dollars worth of goods. The whole United States exports amount to $2,500,000,000 a year and imports to less than $2,000,000,000.

Living is cheap in Belgium but it has to be, for wages are low. The very best lace maker works from the rising to the setting of the sun for $5 a week.

The dog is their beast of burden. They are used in place of horses for they have no horses and drive the dogs to the milk carts. The women drive these carts for there are no milkmen. There are stated times for inspection and to see if the cans are shining. The dogs have bowls for drinking water, and carpet to lie down on when they are tired. It seems strange that while there has never been a law against child labor there has been one against dog labor.

The reason that Belgium was drawn into the war was to defend her neutrality. The Germans wanted to cross the Belgian territory to get into France. If Belgium would consent to let her do this, Germany agreed to protect her kingdom and all its possessions after the war, to withdraw from Belgian territory after the war, to pay cash for all damages done in her territory; but if Belgium refused to let the Germans cross her territory, Germany declared herself to be her enemy. For the Belgians to accept this was dishonor and meant ruin to Belgium, and they would not sell themselves. She had a duty to herself and also to the other Powers to defend her neutrality and her territory against either France or Germany.

The Belgians' reply was, "We resist, we defend ourselves." So a note was written during the midnight hours saying that they had resolved by every means in their power to resist an attack upon their rights.

Up to the present day Belgium is on the verge of starvation. The British government forbids exports of food from any country in Europe. The help that is needed is food and clothing for women and children during the winter. It will require $1,000,000 a month for seven or eight

months to prevent starvation and many may starve now before food can reach them.

There are 300,000 without shelter. Every dollar we give will save or prolong a human life if we can give it quick enough. There has never been in any land any greater need than there is in Belgium to-day.

Elizabeth Baker.

Germany

Germany, who is fighting almost single-handed the Powers of Europe, was born out of the Franco-Prussian War. Its people are so old that, when in the history of western civilization, Julius Cæsar was governor of Gaul he encountered them on the east of the Rhine River and bore testimony of their fighting spirit and military power. Its government of to-day is so young that men about fifty years old can remember when it came into being. Germany, territorially, is so much smaller than Texas that a slice as big as New England could be cut out of Texas and it would still be larger than the German Empire. Although Germany's territory is small, she has been powerful in population, strong in industry, and great in practical achievements.

The population of Germany at home is 66,000,000 and the population of her colonial possessions is 15,000,000. The area, which is almost equal to that of France, is 209,000 square miles. In its colonies, which are chiefly African, 1,000,000 square miles contains only 24,000 white people. Among the Germans are 40,000,000 Protestants, 24,000,000 Roman Catholics, 500,000 Jews. The national taxes are nearly a thousand million dollars a year, and the debt on Germany is twelve years income. The principal manufactures are: iron, steel, war materials, ships, glass, porcelain, pottery, wooden wares, wine, beer and books. The principal imports are: raw materials, foodstuffs, and textiles. In the world's market only Great Britain is a greater buyer and only Great Britain and the United States are greater sellers than Germany. During the year of 1913 Germany imported nearly one-eighth of all that the world had to sell and exported one-ninth of what the world wanted to buy. Among the producing nations of Europe in agriculture she stands next to Russia. Germany embraced one-fifteenth of the area of Europe but in 1912 produced one-seventh of its wheat and barley each, one-fifth of its oats, more than one-fourth of its rye, and over one-third of its potatoes. Where our American farmers use many acres, and get a small yield, the German farmers use a few acres and compel the ground to give back a large yield. Of an equal number of farms in Germany and the United States fifty per cent of the farming area of United States is unimproved, while only nine per cent of the German farms lie unused. Germany makes a much greater yield from her farming than the United States does. The cause of Germany's great agricultural productive capacity is that she knows what each plant

needs in order to give back the greatest yield. Although Germany makes a great yield she is not able to feed her vast number of people without importing some materials. Her success as an export nation has been due mainly to three things: making what the world wants, giving its foreign buyers the credit they demand and packing her goods properly. Germany's daily outlay for her merchant marine approximated over one-third of a million dollars.

Germany's railroads are state-owned and they were laid out with their military use as the first consideration. Where the Americans have only a little tiled-roof station with a single track the Germans have a great station with a dozen sidings for the coming in and going out of hundreds of people. Everything has been planned with an eye to quick handling of men and munitions of war. "Germany is no longer the land of thinkers and poets, but a nation of business and battleships." Its battleships are second only to Great Britain. Its navy began in the Boer War and since then Germany has left no stone unturned to make her navy powerful and efficient.

The people of the German cities live amid different conditions than those in American cities. In Berlin it is forbidden to water flowers except between the hours of four and five in the morning; no one can play a piano before seven o'clock in the morning and after nine at night; no bedding may be aired from a front window; singing, shouting and whistling is not tolerated on the streets. No one is allowed to take a street car when it is filled to its seating capacity; a dweller in an apartment house may not bathe at night. A person cannot take a cab that strikes his fancy, but instead the one that the police points out to him. One cannot employ a servant or move his residence without the aid of the police. Certain streets are sacred to pedestrians and roller skaters. There are speed-ways where automobiles only may go. Although the long list of "forbiddens" get on the nerves of Americans the Germans rather like them. They say that only unreasonable things should not be allowed. They say that their morning naps will not be disturbed by street noises, that no thumping pianos will keep them awake at nights and that they will get seats when they enter street cars. They simply prefer to subordinate their passing whims to their permanent comfort. Germany has more class distinctions than any other western country. Every person who has work above that of manual labor has a handle of some kind to his name, which enables even a stranger to determine his standing. Women are more particular than the men as to the nice social distinctions. The wife claims the title of her lord or master as her own. For instance if her husband is a captain, she is Mrs. Captain So and So, or if he is the Upper Director of Posts, she is Mrs. Upper Director of Posts So and So.

It is generally believed that the German working class have fewer amusements, less leisure and a smaller amount of money to spend for

either amusements or living expenses than the same class in England or America, but for all of this they seem happy and contented. Dancing seems to be the characteristic amusement of the working people. The healthy and able-bodied men believed that the State ought to give him work and in 1912 fewer than two per cent of the wage-earners of Germany were out of employment and in the United States the unemployed ranged around ten per cent. The employer of labor is required to maintain working appliances, machinery and tools in such a way as to protect the operator from danger to life and health. They must be given sufficient ventilation, proper space and good light. There are dining rooms where the workmen may heat their food and in some factories libraries, pianos and assembly-rooms are furnished for the employees. The factory is inspected by the police and the slightest infraction of the factory law would be reported and dealt with. There is a public treasury and each week a small fraction of the employee's wages are added to guarantee an old-age pension.

The education of Germany is compulsory from six to fourteen years old. There were in school last year more than 10,000,000 children which is about the same proportion to population that we have in similar schools of the United States. The Germans were the first to undertake the systematic education of the hand as well as of the mind. Every German was educated for the particular business in life that has been chosen for him, as each child has his career selected for him and when his training is finished he is fitted for no other. At the ages of four and five the children of progressive parents enter the kindergarten. In rural districts there are agricultural schools for the farmer's boys and the great crop yield of Germany answer for this. The fact that Germany has twenty-one universities is a proof that she ranks high in education.

One particular battle that the German rulers had to fight with their growing wealth was from forgetting the simplicity of the older days. The love of ease and luxury is a trait into which the government ever urged the people not to fall. Since this great war has been raging Germany raised within her own boundaries the greatest loan fund any nation has ever raised in her own territory in the history of the world.

From these statements we can clearly see why it is that Germany has so successfully fought almost single handed the Powers of Europe.

La Rue McGlohon.

Review of the March of Progress

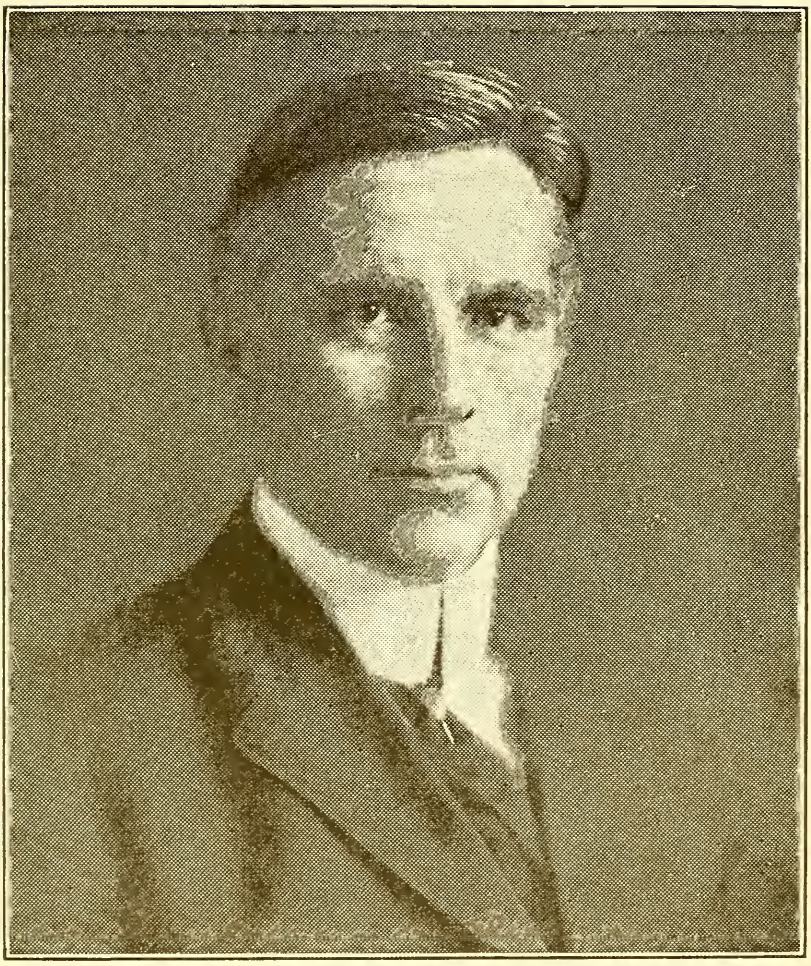
(Report of a talk by Governor Locke Craig.)

GOVERNOR LOCKE CRAIG came to Greenville on November 13 to deliver the address at the unveiling of Pitt County Confederate Monument. In the afternoon he visited the school and made a talk to the students. When the Governor arrived at the Training School the electric bells were rung three times as a signal for the students to assemble. Soon after this one of the regular bells for dividing the periods of work rang, and as he arose to speak, still another bell rang. He was impressed with "the speaking bells" that could give orders that were clearly understood. He opened his talk in a very happy manner by illustrating by electric bells rung by a clock, the difference between schools of to-day and of the past. He contrasted with this the old way that was used when he was a student at the University —the janitor would climb to the top of the tallest building and ring the bell every hour, as janitors had done for a hundred years before him. He thought it the final word in bell ringing when the rope was run through holes so that it could be rung without his having to climb steps. He said progress is slow; it took man a thousand years to learn to carry corn to a mill. For a thousand years he carried corn in one end of the sack and a rock in the other to balance it. Then he found that he could carry corn in both ends.

All progress of the world has been made since this Republic was born. For 6,000 years there was no material advance. Plato defined man as a "two-legged animal without feathers," that could not even kick. He had no natural weapons and he had to be trained to move, to move fast, not to plod like sluggards. Governor Craig then developed the stages of man's progress. "The descendants of Abraham, Isaac and Jacob seem to be no longer on earth—they are in Paradise—and we are descendants of an animal that lived in a hollow tree. He crawled out of a tree, built himself a bark tent, then a hut, next a cottage, a palace, and finally a place in which to worship God. Then he made constitutions and laws and built institutions, and men finally learned to do and die for each other." After man applied the power of mechanical energy to the printing press so that ideas could be passed on to others, he started toward accomplishment.

One of the latest ideas in progress is the idea of training people to train others, the great idea that this institution is working out. It is making leaders that will make the world move faster than ever before.

The Governor paid tribute to the man, whoever he was, in whose brain the idea of this school was conceived. "The school is as a city set upon a hill." He then said that Governor Jarvis's work in carrying forward and sustaining the school was perhaps the greatest of his many services



Governor Locke Craig.

for North Carolina, yet he did not forget to mention his work as a constructive governor, as senator and as one who sustained the majesty and glory of our country in a foreign land.

"The influence of a school of this kind goes down through the ages." He contrasted the modern idea of training teachers with the old idea when training in wielding the hickory was all that was needed, for ideas were pounded through the back rather than through the head. He revised an old proverb thus: "A wise man gets his knowledge through the head and a fool through the back." Now people are trained to go out and give equal opportunity to all.

"True democracy," he declared, "is universal equality of man. The difference between man physically is not great—dress up the poorest and he can become as great a dude as anybody. The great difference is a moral difference, and this is due to inequality of opportunity. It is for this school to teach man the gospel of advance toward a higher life. Its purpose is to give to all alike, but especially to the poor, an equal chance."

Governor Craig in paying tribute, by the way, to woman declared that power was not in the ballot, it was moral strength. In all ages the Anglo-Saxon woman has been the power behind the throne—or better, has been enthroned. Tacitus tells of the part she took even in battle in the earliest day. Prohibition in North Carolina was gained by the women of the State. The enthusiasm of woman is always a great force. If the women of to-day, in their great opportunity for service, make as good use of it as the women of past ages have of their opportunities, they will still contribute much to the betterment of the world. He avowed himself against woman suffrage, but eulogized womankind.

He closed his talk by telling the story of Cornelia, the Roman matron, who called her sons her jewels. He called the Training School one of the boasts of North Carolina, one of her jewels.

Money for the Rural Schools

ONE farmer with a cheap automobile has more invested in that one piece of mechanism than the average rural community as a whole has in its school plant; and the owner of the auto frequently spends as much on the upkeep of his one car as the community spends for the total maintenance of the school, including the teacher's salary. This is one of a number of significant comparisons brought out by the Hon. W. F. Feagin, State Superintendent of Education for Alabama, in a survey reported to the United States Bureau of Education.

To illustrate further the plight of the schools, Superintendent Feagin shows a dilapidated rural school in contrast with the handsomely constructed jail in the same county, costing several thousand dollars. "This jail," he says, "has sanitary drinking fountains, shower baths, clean floors, plenty of light, good ventilation, and is otherwise attractive. Could a person from the district in which this school is located be blamed for preferring the jail?"

Naturally country schools make little appeal either to pupils or teachers under existing conditions. Pupils drop out and teachers move. Out of 5,423 pupils entering the first grade in the schools inspected in the Alabama survey only sixty completed the work of the fourth year of the high school. Of the teachers, 76 per cent are holding their present positions for the first time. Of the remainder, 18 per cent are teaching their second session in their first school, and only 19 per cent have stayed more than two years in the same place.

* * * * * * *

"The conditions found are by no means peculiar to Alabama," declares Dr. Claxton, U. S. Commissioner of Education. "They can be duplicated anywhere. * * *

"This Alabama survey is conspicuous because it is a carefully drawn picture of the traditional public indifference to the problem of adequate support for schools in rural communities. We still spend much more for luxuries—even harmful luxuries—than we do for education. Until a community spends at least as much for education as it does for any one of the material necessities of life—food, clothing and shelter—it is not doing it full duty."—*The Progressive Teacher.*

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The editors of THE QUARTERLY wish to make it not only a medium through which ideas in the school can reach the public but also one through which ideas from without can be brought in. They wish it to be a clearing house of ideas from students, faculty, alumnæ, old students, all teachers, and all who are interested in educational work and problems. In each issue we hope to have all of these elements represented in the articles as well as in departments. The "Question Box" gives us an opportunity to get directly problems that vex the teachers. The department of "Practical Suggestions" gives place to definite, specific work that has actually been tried out.

Community Service Idea

At last the people are beginning to realize that the public school should be more than a place to instruct children in book facts. The school is going to become the community "meeting house" for every matter of common interest or welfare.

In recent years the industrial, educational and moral progress of our people has been wonderful. The most significant sign of real progress is to be found, perhaps, in the fact that we are becoming keenly conscious that future permanent progress calls for an accurate knowledge of actual conditions in each county, township, or community. This means we should make a thorough economic and social survey of each neighborhood. If this can be obtained our people can do with intelligence many things they are now doing in ignorance.

We are beginning to realize that man cannot live separate and apart from his neighbors even in rural North Carolina. We must have the coöperation of all of the people in a given community if we ever hope

to make any permanent and lasting improvement of existing conditions.

With our people realizing these things, our teachers have opportunities such as the North Carolina public school teachers have never had before, for its rests upon the teacher to become by virtue of his position, the community leader in every matter of common good. With a band of efficient leaders in the schoolhouses no one can foretell the advance our State may make during the next generation. If the teacher will awake to his responsibility and to his opportunity, the people will gladly follow his leadership, and we will have a healthier population, a more prosperous people, and a more intelligent citizenship. In the Community Service Idea is our opportunity to remove from North Carolina the blight of illiteracy and the devastating influence of ignorance and superstition. Will you do your part?

The School Entertainment

A county superintendent when asked to name one of the most urgent needs of his teachers, replied, "Perhaps the one they realize most is ideas for school entertainments."

The school entertainment should be a means of bringing the school and community into closer touch. It should show the public what the school is doing and should give the pupils an opportunity for self-expression. The time for the old mixed program of recitations and declamations has past and the need for programs with unity and something not wholly alien to the daily work is strongly felt. Whether a group of teachers is preparing a program for the closing exercises in one school or all the teachers of a county association are planning together a county commencement, or the teacher of a one-teacher school is arranging for a Friday afternoon recreation hour, the need for new ideas is felt. Pageantry, dramatization, and story telling are taking the place of the old miscellaneous program. The pageant, whether in its simplest or most elaborate form, has proved very successful and is fast becoming popular. To many who see clearly how the action can be presented, the question of stage setting and costumes seems insurmountable. This tests the ingenuity and resourcefulness of both the teacher and pupils but does not necessarily involve much expense.

For Friday afternoons the reading lessons or scenes from the history lessons studied during the week may be dramatized. A combination of story telling and dramatization (a part of a story acted out and a part only reported) is often satisfactorily used. The Robin Hood stories are well adapted to this. A story-telling hour is both enjoyable and profitable. There are numbers of stories adapted to all ages and sizes. None are too young or too old for the Uncle Remus stories or the great hero stories. The children acquire not only the art of telling stories, but also the fine art of listening intelligently.

The advantages of using these forms are great. They develop the creative, expressional side of the child. Practically all of the subjects can, in some way, be drawn upon to furnish material for such entertainments and they may be the more easily correlated. The entertainment growing directly out of the daily work becomes an incentive to better work and shows to the people of the community what their children are doing.

The article, "The Use of Pageants in Schools," in this issue of THE QUARTERLY is very suggestive. A county commencement could be carried out according to the plan outlined in that. Among the "Reviews" are valuable suggestions from other sources.

The Attention Given to Spelling

In looking over the lists of publications one cannot fail to be impressed by the number of books, articles, plans and suggestions on the subject of spelling. Only a few years ago they were conspicuous for their absence. Perhaps educators have been goaded to investigation and experimentation by the hue and cry against them for raising up a generation of bad spellers. Many have seemed to fear that spelling would become a lost art. This generation, however, will probably have as clear a spelling record to hand down as our forefathers had. Most of the writers on spelling take issue with those who claim that we of this age cannot spell as well as the people of the past century. The investigators frankly admit, however, that the boys and girls of this age cannot spell well, and are seeking the causes and the remedies. Our grandfathers could spell by tongue, and "by heart," we can spell by ear, but it remains for the coming generation to learn to spell by hand. A few years ago the idea seemed to be, if you cannot bring the child to spelling, bring spelling to the child. But the most sanguine cannot claim that the attempts to reform spelling have been markedly successful. The idea now seems to be to reform the speller.

The article in this issue of THE QUARTERLY on "Spelling in the Primary Grades" by one of the student-teachers of the senior class, is based largely on Dr. Suzzalo's book on Spelling in the "Riverside Monograph Series." These principles are being tried out in the model school and so far have seemed to be successful. The suggestions in the department of "Plans and Suggestions" are from regular teaching plans.

Do You Read Bulletins?

People are slow to realize that the United States Government is a university for the people offering free extension courses through its bulletins on subjects ranging from hog cholera to "Folk-schools in Denmark." When you are searching for information on any subject do you write for a bulletin? Try it.

The Importance of Child Study

It is alarming to contemplate how long we have been teaching reading, writing, and arithmetic when we should have been teaching children. And this is not a relic of the past. It would be surprising to know how many teachers there are now who feel that they have fully discharged their obligations to the children and to society when they have imparted to their classes the prescribed amount of arithmetic, geography, history and grammar.

In spite of the protest of an educational Seer now and then the emphasis has been unduly placed upon the subject matter. This is perhaps natural because the courses of study for the schools are determined by adults who study the problems from the viewpoint of the adult consciousness rather than the child consciousness. It is necessary to realize that education is not only a matter of the course of study, but that the most important consideration is the individual that is to be educated. The problem of school teaching involves a twofold aspect, the *curriculum* and the *child,* and these two are to be recognized as two correlative parts of a real unit. The curriculum can accomplish nothing except as it functions in the child's conduct. To be able to secure such functioning the teacher must know not only the subject-matter but the *child* in whose reactions the subject-matter is to find expression.

Every child ought to have a fair chance to realize in full his native potentialities, but he will never get this chance until his teachers have an accurate knowledge of the nature of the child. It is imperative, therefore, that teacher-training courses shall add child study as a definite subject of instruction. To be able to say *I know* is the basis of intelligent and efficient work and those who are going to teach children must have an opportunity to know the child as well as the subject-matter.

Interest is the mainspring of action in children, and natural interest has its source in the instincts. The child possesses an abundance of instinctive tendencies but they are not all ripe at birth nor do they all develop at the same time. The successful teacher of children is the one who recognizes in these natural tendencies sufficient motives for the child's work and the importance of tying up his work with these forces. Work that does not come as the expression of the child's natural interests cannot go over into conduct and has no educational value.

It is the business of the schools that train teachers to provide means whereby its students may make a systematic study of the child's nature, the inborn forces that dominate and control his activities, the order and time of their development, and how best to fit the subjects of study into these natural tendencies. There can be nothing else in the course of study that is more vital to successful work in teaching than a study of the child himself. We can no longer assume that the teacher *knows* child nature because she was once a child herself, and has been associated with children since her childhood. She is now an adult and the

content of her mind is totally unlike the experiences that constitute the child's mental stock. Nor can we presume that she will learn the child's nature when she begins to teach him. We have already blundered too long and too seriously in this matter. It would be equally as reasonable to leave her to get a knowledge of the subject-matter after she begins to teach. No school that trains teachers can justify its work so long as it leaves out of its curriculum the subject of Child Study, which is of the the most vital importance to the teacher, to the child, and to society.

Practical Plans and Suggestions

These are plans which the student teachers of the Senior Class have used in the practice teaching in the Model School.

Hereafter we hope to have suggestions from teachers from various sections.

Plan for Teaching Rhyme

Rhymes are excellent to use at the beginning when you are teaching children to read because children learn new words best by a context that suggests the meaning, and all children, when they begin school, have a fund of little rhymes which they dearly love. As it is best to build up their reading from their past experience, by using these rhymes, it will make the children see that their reading comes from what they already know and is not separate from their interest.

Furthermore, it will create interest in the teaching and will encourage the children in learning to read, for they can easily learn the rhyme and, after they have learned the rhyme they can read it from the board.

Rhymes appeal to the child's sense of rhyme and are easily learned. In beginning children in reading, they should recognize whole words when they see them and connect them with some thought or object. The words should be very simple, and the words in rhymes are simple, and as they are words the children hear everyday, they will have far more meaning to the child than a lot of mechanical words.

Little Robin Redbreast.

Teacher's Preparation.

1. Have the rhyme written clearly on the board.
2. Have the new words printed on cardboard.

SUBJECT MATTER.	METHOD OF PRESENTATION.
I. *Preparation.* "Little Robin Red-breast Sat upon a tree. Up went Pussy-cat, Down went he. Down went Pussy-cat, Away Robin ran. Said little Robin Red-breast: 'Catch me, if you can.' "	Teacher—"How many of you want to come up and tell us a little rhyme or story you know? I am thinking of one. I wonder if you know the one I am thinking of." Let several children come up and say the little rhymes they know to the class. Teacher—"Well, you didn't say the one I was thinking of. Do you want to hear it?" Teacher says the rhyme with expression.
II. *Memorizing poem.* 1. Presenting as a whole: "Little Robin Red-breast Sat upon a tree. Up went Pussy-cat, Down went he.	Teacher—"What was the first thing I said?" "Little Robin Red-breast Sat upon a tree."

Down went Pussy-cat,
Away Robin ran.
Said little Robin Red-breast:
'Catch me, if you can.' "

2. Questions to bring out clear pictures of facts:

Teacher—"What did Pussy-cat do?"
"Up went Pussy-cat,
Down went he."
Teacher—"Then what did Pussy-cat do?"
"Down went Pussy-cat."
Teacher—"Then, what did Robin do?"
"Away Robin ran."
Teacher—"What did Robin Red-breast say?"
"Said little Robin Red-breast,
Catch me if you can."
Teacher—"Now shut your eyes real tight and listen so you can tell me what you see."
Teacher says the rhyme again as a whole.

3 Connected whole again:

All say rhyme in concert after the teacher has said it.
Teacher—"I wonder who wants to come up and say the rhyme to the class."
Let several children come up and say the rhyme.
After the children have learned the rhyme let them play it.

III. *Dramatization of rhyme.*

Little Robin Red-breast
Sat upon a tree.
Up went Pussy-cat,
Down went he.
Down went Pussy-cat,
Away Robin ran.
Said little Robin Red-breast:
"Catch me if you can."

Choose one child to be Robin Red-breast and one child to be Pussy-cat. Give them cards with Robin Red-breast and Pussy-cat printed on them to hold. Let one child come up and say the rhyme "Little Robin Red-breast" over in one corner, sitting in a chair.
Pussy cat runs up to chair and Robin Red-breast runs away.
Pussy cat gets out of chair and Robin Red-breast runs away.
Robin Red-breast runs away and Pussy-cat runs after him. Robin says "Catch me if you can."

IV. *Learning to read rhyme.*

1. Reading as a whole:
"Robin Red-breast" written on board.

Teacher—"My crayon has written what we have been saying."
(Pointing to rhyme on board) give child a pointer and let him read the rhyme on the board, pointing to the words as he reads.

Let as many as possible do this. After the children have learned to read the rhyme on the board let one child come up and point to what the teacher tells him to.

For example:

2. Reading in parts:
"Little Robin Red-breast
Sat upon a tree."

Teacher—"Point to the line that tells where little Robin Red-breast sat."

Have children to get separate lines first.

3. Selecting the words:

Then introduce printed words. Hold the printed words under the words in rhyme on the board and let children find out what the words are.

After the children have learned the words in this way, drill on the words.

V. *Drill.*

Give each child one of the printed words to hold.

Tell children that you are Pussy-cat and they are the little birds, and when Pussy-cat calls out one of the words the birds must run up and give it to her or she will catch the little birds. The teacher calls out one word at a time. The child who has the card with the word she calls out on it must run up and give it to teacher.

For example:

Teacher—"I want the word '*sat.*'"

Child runs up and gives the card to her.

In this way the children will learn all the words. Let the children exchange cards so they will have all the words.

Busy work to correlate with rhyme.

1. Give the children patterns of birds, paper and crayons. Let them draw the birds brown and color them with a red breast.

2. Let children cut birds and color them.

3. Give children patterns of cats and let them cut them and color them black.

4. Let children draw cats with black crayons. Make the cat from the ball, adding head, tail, etc.

5. Let the children draw a tree with a robin in it and a cat on the ground under the tree.

BESSIE PERRETT.

Dramatization to Correlate with Reading

"THE SLEEPING BEAUTY."

(Graded Literature Readers, page 141.)

In working with a third grade that had formed the habit of word calling, I used silent reading, aims, discussions, suggestions, and dialogues to get expressive reading. After trying all these without the desired results I finally decided to have the dramatization of stories to help the children get the reading more in reality.

The story I selected for dramatization was "The Sleeping Beauty." After having had this story as a reading lesson I suggested dramatization, and the children were delighted at the idea. Dramatization is very helpful to arouse interest and to get expressive reading.

"The Sleeping Beauty" is a very good story to dramatize because it affords an opportunity for each member of the class to take part and it lends free play to their imagination.

After the children were familiar enough with the story to have the main points well in mind the next thing for them to do was to select the characters which they thought best suited to the parts. I left it to the children to select the setting and materials used in the play, and to divide it into acts. The following acts are what they suggested:

Outline of Play.

Act I. The Feast at the Castle where the Fairies give their gifts to the Princess.

Act II. The Fifteenth Birthday of Princess and the fulfillment of Prophecy of the Wicked Fairy.

Act III. The Awakening of the Princess by the Prince at the end of one hundred years.

The first act was then discussed. The children knew from the story that the King and Queen were very happy over the birth of their child, so they decided to have the King to say, "For long we have been wishing for a child, at last God has granted our prayer, and a little daughter has been born to us. That is why we give this feast." Then the Queen was to say, "Yes and I am so glad the fairies are coming to be her godmothers and to give her beautiful gifts.

The next question that arose was, "What gifts shall the fairies give the Princess?" The giving of the gifts involved a recognition of the best things at the disposal of the fairies. Those finally decided upon were health, sweet temper, wisdom, beauty, wealth, grace, and sweet voice. They decided that the fairies should come tripping in and the first fairy say, "I give to the Princess health." The next fairy say, "I give to the Princess beauty," etc. The children suggested that the wicked fairy should be different from the other fairies and should come hobbling in with an ugly frown on her face and very angry at not being invited to the feast. She was to say, "I was not invited to the feast but I am here, ha! ha! ha! and I will give my gift. When the Princess is

fifteen years of age she shall prick her finger with a spindle and die of the wound."

The children then decided to have the good fairy come from behind the curtain, where she had hidden, and try to comfort the sorrowing parents and give as her gift that instead of dying, the Princess should only fall into a deep sleep which should last for one hundred years, at the end of which time a King's son should come and awaken her.

We went through with the whole story like this, the children working it out in a play form. The knowledge obtained where interest and enthusiasm are at a high pitch cannot help but be more lasting in effect than when obtained from a work in which the children feel no vital interest.

After they worked out the story in this way I retold it to them as I was seeing and hearing the story as they brought it out in their discussion, as: "I see the King and Queen in the castle and they are so happy because a little daughter has been given to them, and I hear the King say, 'For long we have been wishing for a child,' etc. Then I hear the Queen say, 'Yes, and I am so glad the fairies are coming,' etc. Then I see the fairies come tripping in and I hear each fairy say: The first fairy, 'I give to the Princess health,' etc. Then I see the wicked fairy come hobbling in with an ugly frown on her face and very angry, and I hear her say," etc. I retold the whole story in this manner, trying to bring the pictures before the children as vividly as possible.

After this I took my seat and let the children carry out the play in their own way.

The result of this was surprising. The children had gotten the story in reality but had not been able to express it before. The effect of this dramatization was shown in their reading lessons afterwards by an improvement in their expression in reading. From this I learn that when it is difficult for children to get the pictures and the thought in reading, I can best bring the reality to them through dramatization.

ALICE TILLERY.

Spelling Plans

1. THREE SPELLING PLANS.

In accordance with the ideas as given in the spelling paper by Miss Spencer I offer the following as a suggestion for teaching lesson 2, page 22, Reed's Primary Speller. I found this to work very satisfactorily for the third grade.

In the assignment, correct pronunciation and meaning were secured by letting the children pronounce words from the board and then write a story about corn, using the words. When the lesson was taught the children got the visualized forms of the words by writing them on the board as I read the story in which they had used the words in the lesson. After they had written all the words on the board the children spelled them as they were erased. After this we had written spelling. After

looking over the pads I found that most of the mistakes were in visualization, so I wrote the misspelled words on the board for them to concentrate on the correct form. Then I sent the children who had misspelled the words to write them on the board.

2. THANKSGIVING SPELLING LESSON.

In the following suggestion the children did not realize that they were learning to spell but thought they were only learning to write the names on their Thanksgiving pictures.

For pronunciation the child named the things that we were to have for Thanksgiving dinner. We told him to draw a nice large picture of all these things: turkey, pies, cakes, goose, pumpkin, cranberry, vegetables, candy, apples, nuts. In teaching the lesson I collected the drawings and stood some of each around on the board. One child at a time went and wrote the names beside the drawings. Then several children wrote all of the things that we planned to have for dinner on the board. They then wrote the things on stiff drawing paper to form menu cards.

3. PROGRAM SPELLING LESSON.

Elsewhere in THE QUARTERLY you will find the dramatization of "Sleeping Beauty." I offer the following as a suggestion for correlating a spelling lesson with the dramatization:

The day before the dramatization I told the children that we wanted to make out programs for our visitors. I let them select what characters they wanted in the play as: Sleeping Beauty, King, Queen, Good Fairies, Slighted Fairy, Dwarf, Prince, Woodman, Guards. I told them to make those characters into a real program telling who would take the different parts. In teaching the lesson I told them that we wanted a program on the board for the pupils to see. One child went and wrote his first character, being careful to spell it as it was in the book. We continued this until we had the whole program on the board. We covered this program on the board and told the children to make out some more programs for our visitors, being sure to spell the names correctly.

CHRISTINE JOHNSTON.

Correlation of Music and Drawing

During Hallowe'en week I found a great opportunity to correlate music and drawing. The interest of one expressed itself in the other. The first day of Hallowe'en week the children talked freely of Hallowe'en customs—the things they see and do. We sang and played "Come Shake the Apple Tree." After shaking our pretty apples off we decided to put a Jack-o'-lantern in the tree. The children were delighted to imagine this was in a field they knew. The next day they wanted to draw Brownies, so we put a Brownie in the tree and placed *an owl* on either side because they were not afraid of a Brownie. This suggested singing and playing "Old Round Faced Owl."

Some children suggested drawing a black cat, so the following day we drew a Jack-o'-lantern on a gatepost and a black cat near it. We played that the cat came out of the house and his appearance proved he was frightened. They were enthusiastic over drawing a witch on a broom driving two Jack-o'-lanterns. This suggested singing a Hallowe'en song which told of all the terrors of the occasion.

VERA MAE WATERS.

The following is the concluding paragraph of an article in the *West Virginia School Journal* by M. J. Abbey, Professor of Agricultural Education at West Virginia University on "How Nature Study Correlates":

"The relation of nature study and literature is best expressed when Burroughs says, 'Unless science is mixed with emotion and appeals to the heart and imagination, it is like dead, inorganic matter; and when it is mixed and transformed, it is literature.' Nature has been the inspiration of all great literature. Few of us, as teachers have the power to picture nature in all her beauty. We must resort to the poet if we would get some of the grandest lessons she has in store for us. New avenues of appreciation are opened. A lasting influence is established. The writer never fully appreciated the poems he committed to memory when a child, until he became a teacher of nature study. Commonplace objects have a double interest when one can see them through some beautiful verse. In addition to the æsthetic influence of literature, it gives a larger content to the nature topic. The following stanza was composed by a child who has caught something of the 'Nature Study Beautiful' spirit:

" 'Jolly little mountain streams,
Dancing on your way,
Laughing at the sunbeams,
Singing all the day.' "

Question Box

To all who have questions and problems, send them in for others to answer. Give and receive aid. If you have found the answer to anything you see here, send it in.

The following problems came up when I was working out a daily schedule for a one-teacher school:

1. How shall I keep the little children busy and interested while I am working with the older children?

2. Shall the little folks be kept in school all day? If not, how can I provide for them to play safely out of doors?

How can I group classes in order to give more time to different subjects?

Are we going to work by grades strictly or by groups? Why?

How can I make opening exercises interesting and helpful?

How can I get parents to visit schools?

How shall I organize a literary society in the higher grades?

Please send in suggestions for closing day exercises.

What can I have for Friday afternoon programs?

What can we do with the big boy in the class of small children? Shall we start a fourteen-year-old boy in Mother Goose rhymes?

What can we do with the child who is away back in arithmetic but good in reading?

Has anyone found a really good substitute for "ye old-time spanking" and "keeping in"?

What practical good do teachers get as a result from much use of the hectographed stencils?

What are some plans and schemes, that have been actually used and have proved practicable, for presenting language?

Reviews

Important Features of Rural School Improvement, by W. T. Hodges, is the result of Commissioner Claxton's effort to make public the most successful ways of rural improvement. The bulletin is full of valuable suggestions taken from reports made by the most successful superintendents, supervisors and teachers throughout the entire country. The suggestions are organized as follows: Change in administration and supervision; instruction; improving the teacher while in service; improving buildings and grounds and socializing the school. The needs of assistant supervisors, clubs and school fairs are discussed by those who know their value. For those who are interested in community uplift and school improvement this little bulletin, which can be had for the asking, will be of valuable service.—*Bulletin 25, 1914, Department of the Interior.*

The Rural School and Hookworm Disease, by Jno. A. Ferrell, M. D. This Bulletin deals with the hookworm disease in different stages and climates. It explains the manner in which it is communicated from one person to another and its prevention and cure. As the disease is most prevalent in the Southern States, and especially among the school children, it would be well for each teacher to have this Bulletin. Dr. Ferrell has treated the subject in a simple, direct way and tells the parents and teachers how to recognize it and what to do when it is present. The work of the Rockefeller Sanitary Commission for the Eradication of Hookworm Disease is fully explained. The best method yet found is to educate the teachers and to establish dispensary stations. Dr. Ferrell is from North Carolina, and all North Carolinians should be gratified that a man from this State has gained so much recognition in a subject of such great interest.—*Bulletin No. 20, 1914, of the U. S. Bureau of Education, Washington, D. C.*

A pamphlet entitled *Minimum Sanitary Requirements for Rural Schools* has been prepared and a large edition will be distributed as widely as possible. Copies of this may be had by addressing the chairman of the committee, Dr. Thomas B. Wood, at Teachers' College, Columbia University. The pamphlet gives in exact form a statement with regard to the location and surroundings of buildings with regard to the construction of school building itself, lighting, cleanliness, water, furnishing, toilet and other improvements that are necessary for model, sanitary rural school building.—*The Elementary School Journal.*

The *American Schoolmaster,* "a magazine devoted to the professional aspects of teaching," published by the Michigan State Normal College, has an editorial in the October number on "Rural School Outlook," from which the following is clipped:

"The day of the rural school is at hand. The past fifty years has been a period of educational organization and enlargement. The university and col-

lege, the high school, the graded village school, each in its turn, has received the attention of the educational specialist. * * * But during the whole of this time one field of public education has been receiving little attention—the field of the rural school. * * * Today the attention of educators is being turned in this direction and there is every indication that the country school is to receive as careful consideration as has heretofore been accorded the schools of the village and city. * * * To meet the recognized need normal schools and agricultural colleges have established departments of rural education, high schools are offering courses designed to prepare teachers for rural schools, and county normal training classes have been called into being. In addition to these agencies state and county superintendents are seeking through institutes, reading circles and study centers to reach all the schools and give at least a minimum of training to every teacher. All this is indicative of good things for the rural schools. The next decade will see as great progress in this field as has heretofore taken place in other fields of educational work. No other field today offers the opportunity for constructive work which the rural school field presents. It may be the pioneering stage, but the opportunity presented may well appeal to all who wish to do constructive work in a field untrammeled by tradition and capable of the widest improvement. Those institutions that realize the need for trained teachers in country schools and are maintaining courses to meet the need will reap a rich reward in the future influence they are able to maintain in these sections. The educator who applies himself to the solution of the problems of the rural school will be an influential factor in the councils of tomorrow. Here is the field of endeavor for today. The rural school is coming into its own."

The followng suggestions for pageants are taken from the *Atlantic Educational Journal,* a magazine which has contributed more on pageantry than any other periodical:

In the issue of April, 1914, there is an article, "A Festival Opportunity," by William Bonn, that shows what an excellent opportunity the Panama Canal gives for pageants. Balboa and his explorations furnish a spectacular introduction. Geography, history, civics, natural history and English can all be drawn upon for the work.

In the issue for April, 1913, is an article, "History Taught by Pageantry," by Florence R. Bonn, teacher of practice, Baltimore Teachers' Training School. In this she outlines a pageant of the early history of Maryland in eight episodes which was presented by her fifth-grade pupils. She says this pageant was merely "the outcome of the delightful work which teacher and pupil had enjoyed," "they literally lived their history lessons." "The effect on the class," she says, "was good in every particular." It improved both oral and written composition and brought about better attendance. All departments became interested and the community was helped.

Another suggestion found was for "A Pageant of Dutch Days." This could be effectively produced by the second and third grades when they are interested in studying child life in other lands. There is a good field for spectacular but inexpensive costuming and for the folk song and folk dance.

A dramatization of Robin Hood by a group of fifth grade pupils, which appears in the issue for September, 1914, is suggestive.

Hiawatha is the best of all for a pageant play. It can be used indoors or outdoors, and can be as simple or as elaborate as one chooses to make it. The beautiful musical lines of Longfellow can be followed word for word. There is abundant opportunity for song and dance. The Indian costuming is easily managed.

Alumae Department

To the Alumnae

The Alumnæ Association of the Training School has the wonderful opportunity of putting into practice the same principles of service which characterized the foundation of the school. This application can be made through our school magazine. The TRAINING SCHOOL QUARTERLY should be a clearing house of ideas, a medium of exchange for those of us who are in the teaching profession. Every member of the association, and they are 103 in number, should feel it not simply her duty and pleasure but a privilege to help support the magazine.

Hereafter it is the purpose of the editorial staff to have at least one article written by an alumna in each issue of THE QUARTERLY. We want to make THE QUARTERLY a high-class professional magazine, and it is our purpose to make each issue of the magazine worth the price of THE QUARTERLY. Provision has been made for publishing live, wide-awake problems, well thought out questions and suggestions in the different departments. The questions should be studied and answers sent in. Some of these concentrated efforts may result in articles. However if the time for polishing material is denied do not withhold the material because its form is crude, but send it into the workshop and see what can be done with it there. We want your ideas, that is the point we would emphasize.

In the same spirit of response which you admire in your pupils will you not send in the best that you have to THE QUARTERLY? And if after reading an issue of the magazine you find something good has been said, will you not pass it on to some one else?

Have you not always wanted to ask questions? Then grasp your opportunity by sending in for publication the solution for your problems as you have them. We are not only expecting your aid but we are depending upon you. Let us begin now "To Serve" each other as well as the public.

P. S. D.

News Notes

(We have been unable to get many news items for this issue of THE QUARTERLY. However we shall expect both alumnæ and old students to send in reports as early as possible of what they are doing. If anyone hears any good reports of the work of Training School girls we trust she will kindly pass it on to us.)

Vada Highsmith, '11, who is teaching in Salemburg, N. C., Sampson County, was one of the teachers assisting with a demonstration in domestic science, under the direction of Miss Lula M. Cassidy, at the Teachers' Assembly in Charlotte.

Members of the class of 1914 are located as follows: Bessie Lee

Alston, Roanoke Rapids; Marion Alston, State Normal; Corinne Bright, in the primary department of the Mt. Airy Graded Schools; Mattie H. Bright, Macclesfield; Mae Belle Cobb, intermediate work, Battleboro; Mattie Cox, Falling Creek, Wayne County; Gertrude E. Critcher, primary work in Pitt County, near Greenville; Lela Deans, intermediate work in one of the leading schools in Nash County; Bessie Doub, Wendell, is working out the Home Credit System. Excellent reports of her work have come in from time to time. Mavis Belle Evans is teaching at home, near Greenville; Blanche and Ethel Everett, State Normal, Greensboro; Gladys M. Fleming, principal of a two-teacher school in Pender County, near Burgaw; Lula Fountain, Bethel; Nina Gatlin, Roanoke Rapids; Emily D. Gayle, Grifton; Annie D. Hardy, primary, and high school English, Whiteville; Blanche Lancaster, Smithfield; Luella Lancaster, Grimesland; Carrie Manning, principal of a thriving school in Granville County, near Oxford, has recently organized a Country Life Club among the patrons of the school. Anna Stanfield is one of the assistant teachers of this school. Sadie Nichols, intermediate grades in a three-teacher school in Orange County; Agnes Pegram, Franklinton; Annie E. Smaw, Pender County; Grace E. Smith, intermediate grade work in Whiteville; Kate Watkins, private class in Graham; Essie Woolard, Whiteville; Rosa Mae Wootton, at her home near Greenville; Mary Chauncey, near Belhaven; Mary Smith, Clarkton; Mary Weston, Macon; Minnie Myers, Biscoe; Emma Cobb, Sampson County; Bessie Corey, near Greenville; Helen Daniels, Vance County; Ila Daniel, Granville County; Geneva Quinn, studying at Queen's College; Addie Pearson, Middlesex.

Mary Weeks, '13, who has been teaching in Graham since her graduation, spent Thanksgiving in Winston-Salem with her sister, Hattie Weeks, also class '13, who holds a position in the primary department of the graded school at that place.

Grace Bishop, '11, is supervisor of drawing in the graded schools at Tarboro.

Edna Campbell, '12, president of the Alumnæ Association of the Training School, is teaching in Winston-Salem this year.

Marguerite Davis, '12, is spending the winter at her home in Tarboro. She has recently recovered from a severe illness.

The following is taken from the local paper:

"In the Christian church of Greenville, N. C., at 8:30 p. m. Wednesday, October 28th, Miss Mattie Moye King ('12) became the bride of Mr. Louis Gaylord, of Plymouth, N. C. Miss King is the accomplished daughter of the late Sheriff R. W. King. Mr. Gaylord is a son of Mr. and Mrs. A. O. Gaylord and is a promising young lawyer of the firm of Gaylord & Gaylord. Among Miss King's attendants were: Misses

Margaret Blow and Lillian Carr, class '11, and Miss Amine King, class '15. Immediately following the ceremony a public reception was given at the home of the bride's mother. Quite a number of guests called during the evening. Receiving in the sitting room were Nell Pender, '11, and Florence Blow, '12. The bride and groom drove through the country to Wilson where they boarded the train for Northern cities."

There are thirty Training School girls teaching in Pitt County, ten of whom are graduates.

President Wright was delighted to see a number of Training School girls at the Nash County teachers' meeting and to hear good reports of them.

Louie Dell Pittman, '13; Luella Lancaster, '14, and Lorraine Britt, who are teaching at Grimesland, have been very busy moving into a handsome new school building.

Emily Gayle, '14, brought a number of little folks from Grifton to the unveiling of the Confederate monument in Greenville, November 13th.

Willie Lee Smith, '13, and Willie Greene Day, '13, are doing work in Domestic Science, Columbia, S. C. Ruth Moore, '13, is teaching at Warsaw. Josephine Tillery, '13, and Ruth Davis, '13, are at Roanoke Rapids. Inez Pittman is teaching at Oriental.

The Mikado

Synopsis of Opera.

Nanki-Poo, son of the Mikado, has fled from his father's court because of the attention of Katisha. While disguised as a wandering minstrel he falls in love with Yum-Yum, one of three pretty sisters, who is about to be married to Ko-Ko.

An execution being demanded by the Mikado, according to law, Nanki-Poo offers himself as a substitute for Ko-Ko, on condition that Yum-Yum be his bride for a month.

Katisha arrives upon the scene and attempts to reveal the truth about Nanki-Poo, but is prevented by the "three little maids."

Complications arising from this plot are cleared up in the second act upon the arrival of the Mikado, and all ends well when he finds that Nanki-Poo "has gone and married Yum-Yum."

School Organizations

Literary Societies

OFFICERS.

Sidney Lanier.
President—Bernice Fagan.
Vice-President—Susie Morgan.
Secretary—Majorie Pratt.
Treasurer—Ophelia O'Brian.
Marshal—Annie Wootton.
Critic—Sarah Clement.

Edgar Allan Poe.
President—Mary Bridgman.
Vice-President—Rubie Vann.
Secretary—Lucille O'Brian.
Treasurer—Mary Wooten.
Critic—Kate Tillery.
Doorkeeper—Sallie Hooks.

The two societies are well organized this year and are at work with earnestness that spells success.

In the beginning of the year's work each society made a general plan of the whole year. This plan is worked through a system of committees which means that every girl is on some committee and is brought into vital touch with some phase of the work during the year. The program committee plans the programs so as to have every girl in the program during the year.

The work of the Laniers this fall has consisted of semi-monthly programs.

The first two programs were taken from Southern literature.

I. Synopsis of Lanier's Life and Works.
Poems, prose selections, and music.
II. A Southern Program.
A study of the lives and works of certain Southern writers; lantern slides of these men; musical selections.

The third program was an English farce, "At Sixes and Sevens." This was given to the faculty and Poe Society. It was very humorous and quite enjoyable. This play attested the ingenuity of the society. The stage setting was appropriate and well worked up. This showed the ability of the girls to make a success with available material and without cost. The characters took their parts exceptionally well, which proved that they had been under the supervision of an efficient coach, who was one of the girls of the society.

CAST OF CHARACTERS.

Colonel Schrimner.....OPHELIA O'BRIAN
Mrs. Schrimner.....BERNICE FAGAN
Hector Schrimner.....OLIVIA HILL
Jessie Wharton.....MILDRED BROOKS
Mrs. DeLancy.....LOUISE MOORE
Mr. Teddington Locke.....SARAH CLEMENT
Mary—the servant.....ELLA BONNER

As the holiday season was nearing and all minds were naturally drawn to it, the society took up the subject of Christmas in its last program.

(a) Ye Old Time Christmas Entertainment:
Songs, recitations, pantomimes, and drills.

(b) Ways in Which Christmas is Celebrated by Different Nations:
Character of celebrations and modes of dressing.

The chief contribution the Poes will make to the school and public this year is Hiawatha, the great epic poem, given to the public on December 7 in the form of a pageant play.

This pageant was marked by spectacular charm and picturesque beauty. The musical lines of Longfellow's poetry were closely followed in the reproduction.

Indian life with its peculiarities was vividly reproduced by the scenery, costumes, dramatic action, music and dancing.

Practically all the members of the society were connected with the pageant. There were fifty-six girls in the cast. These were kept busy with the practice for the play. The remaining members were divided into groups, and while their work did not appear before the public, nevertheless they were kept quite as busy as the cast, and the success of the finished product depended upon their work to a great extent.

One group was kept busy making posters, of which there were twenty-five. These attracted much attention in Greenville and the near-by towns. Another group attended to the newspaper advertisements, handbills, programs and tickets. Still another group attended to the renting of costumes and stage setting.

Miss Muffley was the coach. She spent much time in Baltimore before she returned for school this fall getting suggestions and making arrangements for this pageant.

Miss Graham as business manager, Miss Lewis as supervisor of the poster making, and Miss Hill as pianist rendered invaluable service in making the pageant a success.

CAST OF CHARACTERS.

Hiawatha	MARGUERITE WALLACE
Minnehaha	ERNESTINE FORBES
Nokomis	FLORA HUTCHINS
French Priest	NORMA SMITH
French Trader	LOVE EASTWOOD
Chibiabos	FRANCES PURVIS
Kwasind	LOLA BRINSON
Pau-puk-keewis	JULIA JORDAN
Father Arrowmaker	SARAH ELLIS
Indian Guide	OLIVE KITTRELL
Fever	LOLA BRINSON
Famine	FRANCES PURVIS

Warriors, Maidens, Flutist, Squaws, Tomtom Beaters, Children, Frenchmen.

The regular semi-monthly meetings were dispensed with and all the time spent in the preparation of the pageant.

That the school might be more able to enjoy the pageant, several interesting sets of lantern slides on Indian life were given.

The Poes have planted about five hundred bulbs of various kinds in their plot around the dining room door.

Y. W. C. A.

The Y. W. C. A. of the Training School, from the time of its organization five years ago, has made itself felt in the life of the school and of the students individually. Its work does not stop after the commencement in June, but its officers and committees keep in touch with the office and write to all applicants who have been accepted, extending to them a hearty welcome and the hand of friendship, and send to them the Handbook and other valuable information. When school opens in September the Y. W. C. A. girls are the first ones to arrive to welcome the new girls and show them to their rooms, help them register, guide them to the classrooms and tell what the bells mean and help them to establish themselves in their new quarters. During the first week, which is a time of adjustment and confusion, the members of the Social Committee try to drive homesickness away by giving little informal social functions for the purpose of getting the students acquainted with each other. At these each girl wears her name pinned on her dress so that stiff introductions are unnecessary and each one feels perfectly at ease. The members of the faculty are interested in the association and aid by their attendance and helpful suggestions.

The officers for the year are:

President—Katie Sawyer.
Secretary—Allen Gardner.
Membership Committee—Kate Tillery.
Bible Study—Beatrice Ensley.
Mission Study—Bettie Hooks.
News—Trilby Smith.
Devotional—Bettie Stanfield.
Sunshine—Vera Mae Waters.
Room—Lucille O'Brian.
Finance—Pearl Davis.
Social—Mabel Cuthrell.
Faculty Advisers—Misses Jenkins and Hill, and Mr. Wilson.

All of these officers do efficient work in their particular departments, and also find time to lead in the personal work that has been a great agency in the work of the Association. The Cabinet meets once a week when reports are read and plans are discussed which are later worked out and developed into deeds that advance the work of the organization. One of the main objects of the Cabinet is to keep every member of the Association interested and busy.

The work of the Membership Committee is to stimulate interest among the members and to get new members.

The Devotional Committee appoints the girls who lead in the Friday night prayer meeting. These meetings are always conducted entirely by the girls, which tend to bring them into closer relationship with each other. This committee has been fortunate in securing good speak-

ers for the Sunday evening service. These are always well attended by both faculty and students, and are usually conducted by some member of the faculty or by some minister of Greenville or from some near-by town.

September 27, President Wright conducted the "Decision Service." In his talk he explained the purpose and work of the Y. W. C. A. and urged all the new students to take a stand for the right. October 4, Rev. J. M. Daniels, pastor of the Methodist church, Greenville, talked on "Christian Service." October 11, Bettie Spencer and Bettie Stanfield led and read some beautiful selections on "The Spirit of the Master." October 18 was the evening of the "Inductive Service" for the new girls. Mr. Wilson, as a representative of the Faculty Advisory Committee, made a talk and joined the President of the Association in extending a hearty welcome to the new members. October 25, Katie Sawyer, President of the Association, talked on "Prayer." Some of the girls brought their Bibles and helped in the service by reading references. November 1, Dr. T. W. Chambliss, of Wilson, spoke on the subject of the "Aristocracy of True Worth." November 8, Mr. Meadows talked on "Success Through Seeming Failure." November 15, Mr. S. B. Underwood spoke on "Holding Fast to Ideals." November 22, Rev. S. E. Mercer, President of the Carolina College, Maxton, N. C., talked on "Paul's Conversion." November 30, Mr. J. E. Sawyer, of Ayden, spoke on "Freedom."

Large Bible Study classes have been organized. These meet every Tuesday evening before study hour. They are taught by students who form a normal class which is taught by Miss Graham. The subject for study is "The Women of Ancient Israel." A Mission Study class of more than fifty, composed of both faculty and students, has been organized. The subject for study is "The Challenge of Country Life." This is thought to be so good a subject that it ought to be studied every year at a school of this kind. In view of this fact the Association has bought the books to rent to the class members. Miss Armstrong, who is teacher of domestic science, will teach the class.

The Sunshine Committee, with Vera Mae Waters as chairman, is truly a ray of sunshine. Their large flower garden, which is in the court of one of the dormitories, not only adds to the appearance of the place but is a beloved friend to all the girls whose rooms face the court. Every morning during the flowering season the sunshine girls may be seen gathering great armfuls of flowers. These are arranged in all the offices, parlors and classrooms of the school and great quantities are given to the townspeople. This committee also aids the churches in charitable work among the poor of the town. If they hear of a destitute family they always send help of some kind, and sometimes buy and make clothes for the children. At the suggestion of this committee the

Association sent bandages and a purse of thirteen dollars to the Belgians.

Thanksgiving morning at 8:30 o'clock the students assembled in the auditorium and held a special Thanksgiving service. The words of a cantata, "Our Country for All," were read responsively and beautiful Thanksgiving hymns were sung. President Wilson's and Governor Craig's proclamations were read by Pearl Davis and Louise Smaw, and "Things to be Thankful for" were enumerated by Hattie Turner. In conclusion all read together one of Henry Van Dyke's poems.

The Athletic League

Officers.

President—Clara Davis.
Business Manager—Lucille O'Brian.
Secretary—Bettie Hooks.
Sergeant—Alice Herring.
Faculty Advisory Committee—Misses Comfort, Graham, and Waitt.
Activities—Basketball and Captainball, under the supervision of Miss Comfort; Tennis, under the supervision of Miss Graham; Cross-country walking, under the supervision of Miss Waitt.

The purpose of the Athletic League is (1) to develop and encourage an athletic spirit in the Training School; (2) to provide recreation for the students of the school; and (3) to train girls to carry on the work of an athletic league so that organized play will become a permanent feature of the school.

Although other activities have been a handicap this year, much interest has been manifested in all athletic sports and the membership of the League is 145 while last year it was only 94.

In basketball all the coaching is done by the girls under the supervision of Miss Comfort. Although this may have disadvantages in the immediate game, it trains the girls to be self-reliant and will enable them to carry on the work of an athletic league as well as to coach the game after leaving school. There are ten teams in school: two senior teams, four junior teams, two second-year academic class teams, and two one-year class teams.

A match game was played on Thanksgiving between the juniors and seniors. The seniors were victorious, the score being 22 to 4.

Captain-ball, which was introduced in the school for the first time this fall, is an interesting game and gives variety to athletics. Two teams of the first-year academic class play this game with Georgia Keene of the junior class, as their coach.

Sixty-eight girls have already enrolled for tennis this year. There are six courts, each court being assigned to one class until 4:15 in the afternoon. At the expiration of this time those courts not filled are open to any players. Ophelia O'Brian, who "keeps tab" on the players, has proved a great help to those who are learning the game. A match

game was played on Thanksgiving Day between the juniors and the second-year academic class. The juniors were victorious.

The girls in the Cross-country Walking Club walk three times a week, the minimum walk being three miles. No credit is given to any girl unless she takes at least twelve walks a year.

In all athletics the students are urged to respect the "Eight Great Laws of Sport," which are:

1. Sport for sport's sake.
2. Play the game within the rules and win or lose with honor.
3. Be courteous and friendly in your games.
4. A sportsman must have courage.
5. The umpire shall decide the play.
6. Honor for the victors, but no derision for the vanquished.
7. The true sportsman is a good loser in his games.
8. The sportsman may have pride in his success, but not conceit.

Much is being done to train the girls to take charge of athletics, and the following basketball committee has been appointed: Rebie Bryan, chairman; Eunice Vance, Ella Bonner. This committee arranges schedules for the games and provides umpires and referees, keeping all necessary rcords of match games.

There will be a basketball tournament in January in which all the classes will compete for the trophy cup. There will also be a tennis tournament in the spring.

The Classes

CLASS OFFICERS

Senior Class.

President—Kate Tillery.
Vice-President—Clara Griffin.
Secretary—Emma Robertson.
Treasurer—Millie Roebuck.
Critic—Sarah Clement.
Historian—Christine Johnson.
Class Adviser—Mr. Austin.

Junior Class.

President—Alice Herring.
Vice-President—Eunice Vauce.
Secretary—Jessie Daniel.
Treasurer—Nellie Dunn.
Critic—Julia Rankin.
Class Adviser—Miss Waitt.

"B" Class.

President—Fannie Leigh Spier.
Vice-President—Hallie B. Jones.
Secretary—Ethel Perry.
Treasurer—Ruth Ashley.
Sargeant—Olivia Hill.
Class Adviser—Miss Comfort.

"A" Class.

President—Bess Tillett.
Vice-President—Thelma White.
Treasurer—Clellie Ferrell.
Secretary—Flora Barnes.
Class Adviser—Miss Jenkins.

"F" Class.

President—Maude Blanchard.
Vice-President—Luna Dixon.
Secretary—Mary Paul.
Treasurer—Myrtle Helms.
Historian—Sadie Dew.
Critic—Sarah Ellis.
Sargeant—Mary Cole.
Class Adviser—Miss Davis.

School Notes

The pageant play, "Hiawatha," given by the Poe Society December 7, was the main public feature at the Training School this fall. The ability shown by the group of girls in reproducing the scenery, customs, costumes, ceremonies, music and dances of a primitive race in such a characteristic manner was quite wonderful. The educational value, both to the cast and public, was well worth the work and expense it required to give it.

On Wednesday evening, November 16, Mr. L. C. Brogden, Supervisor of Elementary Rural Schools in North Carolina, made a talk on "The Place of the Rural Teacher in the Community." Circles representing the forces that should be related were drawn as illustrations. He himself represented the teacher that was a failure, the one who touched none of the forces, leaving his audience to draw conclusions as to the successful teacher. He used illustrations and pictures that were familiar to all who had attended rural schools. Mr. Brogden's personality gave a unique touch that is rare in educational talks.

Mr. T. E. Brown, Assistant in Charge of the Boys' Corn Clubs in North Carolina, on November 9 delivered a very interesting address on "Educational Problems." The next morning he explained the agricultural club work in North Carolina. The address is published as an article in this issue of THE QUARTERLY.

The students and faculty of the Training School attended the exercises of the unveiling of the Pitt County Confederate Monument on the courthouse square of Greenville, November 13.

The students, led by the faculty and followed by the Greenville graded school, marched through town carrying Confederate flags. Banked on the courthouse steps to the right of the speaker's stand they made an effective picture as they waved their flags to the tune of "Dixie" played by the band.

Members of the Senior Class, under the supervision of Miss Armstrong, served the dinner given to the old soldiers by the people of Greenville.

The tables placed in the corridors of the courthouse were beautifully decorated.

In the afternoon the school was honored by a visit and talk from Governor Locke Craig, who delivered the address at the unveiling.

Soon after school opened Governor Jarvis talked to the girls one morning at assembly. He urged them to make the best of their opportunities and to prepare for life's responsibilities so that when a testing time came they would be ready to meet it. The students deem it a great privilege to have the opportunity of seeing and hearing Governor Jarvis.

One of the most interesting assembly talks President Wright gave the students during the fall was on certain phases of the European war. The part those warring nations had played in the progress of civilization, the retardation of progress the war would cause, the death rate of the young men of these nations, America's great responsibilities during this crisis, were phases which he particularly stressed.

On October 19 Dr. B. W. Spilman, under the auspices of the Y. W. C. A., delivered a very interesting lecture on "Falling Down on the Job." While he handled his subject in such a manner as to show that he is an advocate of the laugh and grow fat theory, yet the serious vein of his lecture furnished much food for thought.

On November 14 Mr. Freeman, one of the farm demonstration agents for Eastern North Carolina, made a short talk on the work of the demonstration agents and its connection with the schools.

Dr. Owen, on November 21, gave an illustrated lecture on the causes, results and prevention of hog cholera.

The annual meeting of North Carolina Farmers Union was held in Greenville on 18-19 of November. The day meetings were held in the Training School auditorium. On the evening of the 19th the school gave a musical program in their honor.

The school had the pleasure of hearing excellent addresses on the work of the union by Prof. E. C. Branson, of the State University; Mr. Barrett, President of the National Farmers Union; Dr. Alexander, President of the North Carolina Union, and Mr. Rhodes, Secretary of the National Union and President of the Tennessee Farmers Union.

Practically all the students have taken the anti-typhoid treatment this fall. During the summer Mr. Booker, of the State Department of Health, wrote to President Wright concerning the campaign now being waged against typhoid fever. President Wright is very much in favor of this movement. Soon after school opened he had Dr. Laughinghouse, the school physician, to talk to the students in non-technical terms on the causes and prevention of typhoid fever.

One evening in November the exploration period of America was shown in a very interesting set of lantern slides. Through these pictures and interesting running comments by Miss Davis this period was made real and vivid to the students. They were filled with the romantic spirit of adventure that inspired such men as Columbus, Balboa, DeSoto, Magellan and other explorers.

The students contributed many articles of cotton clothing to the box sent to the Belgians from Greenville. They also decided not to exchange Christmas presents this year. The money usually spent for presents was given as a Christmas fund to the Belgians.

Thanksgiving Day was a happy, joyous holiday for the girls. There was no time for homesickness. Immediately after breakfast a beautiful Thanksgiving service was held; at 10:30 o'clock the basketball game began, which was followed by the tennis game. The whole school and some town people were enthusiastic "rooters." But the dinner was the big feature of the day. It was a typical Thanksgiving dinner, with turkey and the usual accessories. The Seniors, singing their songs, filed in after the others were seated and took seats at tables reserved for them. Toast after toast was proposed during the dinner. Those to Governor and Mrs. Jarvis, who were the guests of honor, and to Mr. Austin, adviser of the Senior Class, were peculiarly apt. Governor Jarvis in his recognition of it said the school since it had been in Greenville had added ten years to his life, ten years to his enjoyment of life and, he believed, ten years to his usefulness. Mrs. Jarvis said a few gracious words to the girls. Mr. Austin reminded them of the significance of the day.

In the afternoon the Junior Class team entertained the players that played basketball and tenis.

The sewing done by the Junior Class in the Department of Household Economics was placed on exhibition on December 14. Each girl was required to make three garments during the fall term. The ladies of Greenville were invited to inspect the work.

Oh Child!

Oh child! child! child!
Would we could fathom thee!
Would we could pass by the sacred goal,
Into the promise and wealth of thy soul,
And linger there reverently.

Oh child! child! child!
Then might we hope to reach
That beauty of self, perfection of all,
That loving of love, which alone is the call
Of the soul that can *dare* to teach.

—*James Leroy Stockton in Atlantic Educational Journal.*

"We are now at the beginning of a great educational movement for specialized educational training which can no more be set back than can the tides of the ocean or the hands of time."—*Education.*

"It is the privilege of the educators of today to witness, take part in, to direct and bring to full fruition this great comprehensive practical movement of the educational life of the race toward efficiency in all lines of human endeavor."—*Selected.*

The School Bulletin

During the five years since the school opened, on account of insufficient dormitory room, the school has had to refuse admission to a large number of girls. The records show: Total number of applicants, 4,214; total number admitted, 2,902; total number refused for lack of room, 1,312.

The school is patronized by six States: North Carolina, South Carolina, Georgia, Florida, Virginia, and Mississippi. Fifty-one counties of North Carolina are represented this year. Pitt County has the largest number—45.

The new domestic science kitchen is a bright sunny room on the second floor of the new wing of the Administration Building and is modern in every respect. A large range, a three-burner oil stove and fifteen gas burners constitute the equipment for cooking. An attractive cut of the kitchen is given in this issue. The girls cook in groups of two. Each group is assigned a desk and an ample supply of modern cooking utensils.

Some time during the year each girl assumes the duty of housekeeper; thus all are trained in the essentials of housekeeping.

The Senior and one-year classes are given cooking.

The work of the fall term has been: Breaks, cakes, pastries, candies, pies. Manner and time of mixing, proportions of ingredients, time for cooking and cost were phases of the work especially noted.

Another branch of home economics, sewing, is given to the Junior Class.

Each girl is required to learn the fundamental principles of sewing and to make several garments.

The Model School opened this fall for the first time. This school is a part of the Greenville graded school, hence it is under the supervision of the superintendent of Greenville schools. It is also a vital part of the Training School. The critic teachers are members of both the Training School faculty and of the graded school faculty.

The school is located on the edge of the Training School grounds in close proximity to both town and Training School. The building is very attractive and is modern in every respect. The building is at present one story with accommodations for four grades. It is arranged so that another story, which will provide for four more grades, may be added. The basement is arranged for rainy-day play.

The grounds furnish an ideal playground. Various surface features on a small scale are available. These furnish excellent facilities for home geography.

The student-teachers of the Senior Class of the Training School observe the work of the critic teachers in this school. Under the direction

of experienced supervisory and critic teachers they each teach one month from carefully prepared plans. Both the observation and teaching work are reviewed and criticized by the teachers. In this way the children get only the best and most approved methods of instruction, and the student-teachers get much experience under wise, individual supervision.

Several important changes have been made in the curriculum this year. In the department of pedagogy, child study has been added to the junior work. This was added for the purpose of giving a foundation for senior primary methods and psychology. It also gives the best method of actual child study in an organized way, which will be of invaluable service to the student-teachers of the Senior Class in their work in the Model School in the senior year.

Chemistry and biology have exchanged places. The Juniors have taken chemistry and the second-year Academic Class biology heretofore, now the Juniors will take biology and the second-year Academic Class will take chemistry.

History has been added to the Senior work. This is to give the Seniors the methods of teaching history in the grades. The work given covers the fourth through the seventh grades.

President Wright addressed the teachers of Nash County in their November meeting. He reported as a striking feature of this meeting that the citizens as well as the teachers attended.

Several of the Training School girls are teaching in Nash.

Two members of the faculty were on the program of the last meeting of the Teachers' Assembly: Miss Muffly gave to the teachers of the Primary Association a demonstration lesson of game and play songs suitable for North Carolina schools. Mr. Wilson was unable to attend but sent his paper on "Moral Education." This paper was one of three papers giving the threefold office of education. This is published as an article in this issue.

Prof. H. E. Austin is a member of the State Board of Examiners.

President Wright was elected Vice-President of Teachers' Assembly.

Misses Muffly and McFadyen and Professor Wilson were appointed as a committee to work with Mr. Underwood, County Superintendent of Pitt, a member of the Training School faculty, in arranging the programs for the county teachers' meetings for this year.

Miss Muffly talked on "Public School Music" to the teachers of Lenoir County at their November meeting.

As a demonstration lesson, Miss Graham again this year took the Senior Class to a tobacco sale.

Major J. J. Bernard and Mr. Goodno, Auditors, sent to the school by the State, spent several days during November auditing the books.

The Spice of School Life

Meaning of words, according to the little folks: *Missionary,* an *orphan;* display, "jes' playing," "stop playing"; cataract, "something to hang your hat on"; lexicon, "a six-sided figure"; augur, "a man that bores holes in the future"; chaff, "a horsebit"; jealous, "when they begin to love each other."

Teacher: "What does *hemp* mean?"

John: "What a lady has in the bottom of her skirt."

Joseph: "No that's not it. It's like when you play a joke on a fellow and he says 'Get away from here, you little *hemp* (imp) you.' "

Dramatization of Marquette: Little boy who represents Marquette teaching the Indians: "O people, why do you worship islands (idols) like this?"

When the children in the fourth grade were studying the story of Niagara Falls one child asked, "If the water flows all the time why doesn't it run dry?" Another child quickly said, "Oh, I heard last night that all Virginia had gone dry."

Teacher (one cold morning): "Children, what shall we do to warm our hands?"

Robert (in earnest): "Let's go over by the elevator."

Teacher: "What does *brilliant* mean?"

Pupil: "It means bright and shiny."

Teacher: "All right; now make a sentence with *brilliant* in it."

Pupil: "Some people have brilliant noses."

Freddie's Examination Paper.—The people who live in the uninhabited portions of the earth are mostly cannibals.

Geometry is that branch of mathematics that deals with angels.

Longfellow was a full-blooded American poet. He wrote the Salmon of Life.

The Pilgrims came to America so that they might persecute their religion in peace.

Electricity is a current of very strong stuff.

Sir Isaac Newton invented gravitation out of an apple.

An axiom is something that is always so, even if it isn't so.—*Selected.*

Some teachers emphasize the subject, others the child. These latter accomplish wonders unknown to the former. Verily "the life is more than meat."—*The American Schoolmaster.*

Basket Ball

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Libraries and How to Use Them

Dr. Louis R. Wilson.

THE part which the library plays in modern education is a matter with which every North Carolina teacher today is more or less vitally concerned. Formerly, when instruction was based solely on textbooks, this was not true; but today when lecture, and picture, and book play an important part in the education of every child, it is necessary for the teacher to understand the real value of the modern library and be able to make it serve the enlarged needs of pupil and community alike. To understand this, and to multiply the usefulness of the open book to the pupil, every teacher in the rural schools of North Carolina should be familiar with the following facts relating to the library resources of the State.

I. Rural School or $30 Libraries.

By provision of the general school law of North Carolina, any rural public school, upon raising $10 in money, can secure $10 from the county board of education and a further $10 from the office of the State Superintendent of Public Instruction with which it may purchase what is popularly known as a $30 library. After the $20 has been raised by the school and county, it is forwarded by the county superintendent to the State Superintendent's office and a library and special book case, with necessary records and instructions, are sent to the school. These libraries contain about 85 volumes and at present there are between 3,000 and 4,000 of them in North Carolina. If it is desirable to add to these collections, provision is made in the law whereby additional $15 libraries, the money for which is secured in a similar way, may be secured at intervals of every two years.

II. Traveling Libraries.

In recent years, the traveling library has become a popular means by which books are widely circulated. Usually these libraries are made up of from 30 to 50 volumes. Of these, one-third are fiction, one-third non-fiction, including travel, description, literature, history, etc., and one-third are juvenile. These collections are shipped in a strong combination box-bookcase to a library association in a rural community for a period of three months, are put in the care of a person chosen by the association or school as librarian, are freely loaned to all the members

of the community, and at the end of the three months, are returned in good condition to the office from which they are sent out. This office in North Carolina is the office of the North Carolina Library Commission in Raleigh. The only cost involved is that of paying the freight each way. At present the commission has fifty cases in circulation and is rapidly increasing the number. Cases are loaned in the order of application.

III. Debate and Special Libraries.

In order to furnish teachers professional helps and to assist literary society members in the preparation of essays and debates, the Library of the University and the Library Commission each operates a system of package libraries. The University Library sends books on teaching from its shelves for the use of teachers. Both it and the Commission furnish packages consisting of books and pamphlets, for use in debate and essay writing. Material thus loaned may be kept for two or three weeks and then returned, the postal charges each way being borne by the borrower.

Getting Results.

After a school library has been purchased or a traveling or package library has been borrowed, the important question of its use arises. And this is really extremely important. First of all, every teacher who desires to get the best results from such a library should write to the office of the State Superintendent for a copy of the special bulletin entitled The School Library and How to Use It. In this bulletin complete information is given how to use the $30 libraries and how to teach others to use them. In addition to this, the teacher should make a careful study of the special features of every book in the collection, and in that way multiply many fold its usefulness to the community. Similarly, the teacher, through such study, can greatly increase the usefulness of the package and traveling libraries by making their contents more available to the pupils and members of the school community.

Health Supervision in North Carolina

Luella Lancaster.

IN my schoolroom, the children have had great sport dramatizing the story "Why the Robin's Breast is Red." The story in brief is: Long ago the earth was very cold and the people in the north considered fire so precious that one man and his son were designated to keep the great fire blazing. The great white bear, the terror of the north, was an enemy to the people, and was always seeking a chance to put out the fire. One night the old man, who was feeble, left his son to care for the fire. The son grew sleepy and fell asleep letting the fire burn very low. Then the white bear came and slapped the fire with his great paws until he thought he had every spark extinguished. Whereupon, he went away, chuckling to himself—glad of his deed. But then a little robin, who had been watching, came and found a tiny spark. She fanned this until a flame sprang up and caught her own body afire. Away she flew, and everywhere she alighted, throughout the whole north land, a blazing fire sprang up until the entire land was lighted up and the bear could do nothing but creep back to his den uttering dreadful growls.

This story illustrates the way that the interest in health supervision is sweeping over North Carolina. The fire, upon which the people were so dependent, is the fire of public sentiment against the terror of the people, disease. As in the story, we had left only a *few* to keep alive the sparks of interest and enthusiasm against the enemy. These few grew careless and let the fire die down to only a spark, then the enemy, Disease, stalked out, ran rampant, and all were asleep to the terrible work that it was about to do. Although people were oblivious to the ruin that was pending, it was coming just so surely as the fire was dying out. Then came the agent to set things right. In our case, it has been agents, for we cannot give to one person the credit of throwing far and wide the sparks of interest and thus lighting up other parts of the state. Indeed this lighting process is in no wise completed; it is a vital living thing of today—the light of one place is being carried forward to another part of the state, sometimes even to the most isolated, dark districts. May the fires of enthusiasm and sentiment blaze so high, and be so widespread that Disease will never dare again to slap them out.

Here it may be said that the purpose of this article is to give something of what has been done and to show the need and importance of doing even more to improve health conditions. The article can in no sense of the word be considered conclusive information, because each day the work in improving health conditions is being advanced to such an extent that it is impossible to give the latest facts.

The greater part of the health supervision in the state is accomplished through the health officer, who, by residing in the midst of his work, can see conditions and work to improve them. The larger towns and cities have individual health officers, but most of our officers have a larger sphere of work.

Health supervision or health work is acknowledged by all health officers to mean not only the cure of acute diseases, but the work of educating and enlightening the people in regard to living the clean life, as a way to *prevent* diseases. Health work that is really effective must show a reduction of death rates; that is, the death rates must decline from year to year. A health officer should be, and can be made to be, responsible to the people because by means of a uniform standard of monthly reports, furnished by the State Board of Health, the people of each county can see their own work compared with that of other counties, since these reports can be, and should be, published in tabulated form in the county newspapers.

There is as yet no National Department of Health, but it will eventually be created when the need for it is felt strongly enough. It has already been generally recognized that there must be a whole time man of ability in the State Department but it has not yet been agreed to by all that a whole time man is essential to the county. Yet he is even more essential than the state officer for this reason: Except with certain towns the county now affords the smallest unit, and, for the best results at present, this is the place to station the officer. What could Superintendent Joyner do toward educating the children of North Carolina were there no teachers to do the actual teaching? The advancement of health work is fundamentally educational. What can the State Board accomplish without officers to touch the lives of the people, to educate them physically, and to brighten their outlook on life by showing them how to lead sound, clean, healthy lives?

The average North Carolina county has a population of 30,000 or more and taxable property to the value of $10,000,000 or more. These counties, if we look at them from the standpoint of human life rather than from a materialistic standpoint, are not just so many square miles of fields and woods, but square miles filled with 30,000 human lives. The health conditions in the average North Carolina county each year can be seen in the following statistics:

540 deaths, 200 from preventable diseases:
78 due to Consumption.
15 due to Typhoid fever.
15 due to Contagious diseases.
8 due to chills and fever.
45 (Children under 2 years of age) due to Summer Complaint.

There are 1,100 people sick in bed every day in the year; 225 cases of consumption, many of them ignorant of ways to prevent others from

taking it; there are every year 120 cases of typhoid fever; 145 cases of contagious diseases; and, in the eastern counties, from 500 to 1,000 cases of chills and fever.

Now it can be shown that a large part of this disease is preventable, if it could not, why the establishment of health departments by all civilized governments?

A few counties, when compared with our total number, have realized the economic value of health supervisors, and are now employing whole time officers. Among these are: New Hanover, Robeson, Durham, Guilford, Johnston, Forsyth, Nash, Sampson, Columbus, Buncombe, and recently, Pitt. Can your county afford a health officer for his entire time? You say not. When we talk of the cost of a thing we usually keep in mind the thing purchased, in this instance the value of human life. Experts in the study of values have investigated the animal value of human beings. Even an immigrant, a man who knows nothing of patriotism and cannot speak our language, is valued by our government at $875. World-recognized experts, men of the type of Irving Fisher, Professor of Political Economy at Yale University, have figured out the financial value of the average American citizen as follows:

Age.	*Worth of person in dollars.*
0	90
5	950
10	2,000
20	4,000
30	4,100
50	2,900
80	700

They find that the lowest value of the average American, at the most conservative estimate, is $1,700.

Those 200 preventable deaths in your county cost every year, $340,000. Consumption alone costs your county $125,000 in human values each year.

Suppose your health officer reduces the death rate just one in every 1,000 (he will surely do more however), this means the saving of thirty human lives which, at $1,700 apiece, have a financial value of $51,000. This does not include the enormous combined fee of druggists, doctors and undertakers. Can your county invest in anything that will bring a bigger return to the county than this investment of $2,500?

There are 16,000 preventable or postponable deaths in North Carolina every year! One every half hour day and night! Six thousand deaths from tuberculosis alone! And babies—3,000 of them die every summer! A third or more of them killed by fly-carried diseases.

Our county commissioners are now paying annually from $100 to $1,200 for a part time physician to attend the sick inmates of the county jail, home, and convict camp; act as coroner; establish quar-

antine and fumigate homes in case of development of epidemics. This office carries on no educational work in the way of distributing printed tracts, holding meetings, lecturing, making exhibits and demonstrations, etc. They have aimed their efforts at the *results* of ignorance but have not tried to relieve the faulty system.

Here are some ways in which a county officer's supervision will tell:

1. His work in connection with the schools. The children of our State have been woefully, shamefully, even criminally neglected. Extensive investigations have shown that more than 50 per cent of them have defective teeth; 25 per cent hookworm disease; 20 per cent defective eyes; 10 per cent adenoids; 20 per cent enlarged tonsils; 5 per cent defective ears; 2 per cent feeble mindedness; 5 per cent bad nutrition, with a total of more than 50 per cent needing some kind of medical attention Yet when a child comes to school he is assigned the same task, sick or well. Do you see the result? He cannot compete successfully with the absolutely normal child, he fails and by a law in psychology he loses his grip on life, saying "No use to try, I can't." He then grows worthless and swells the ranks of the unemployed and unemployable. The *first* money spent in educating a child should be to get him in a fit condition to be educated. "Where a state for its own protection compels a child to go to school, it pledges itself not to injure itself by injuring the child." Many defects in children, even though they do not develop and force out of school their possessors, are responsible for many nervous diseases later in life; while other defects cause permanent and life-long suffering.

2. Establishment of public dispensaries which is an effective way of reaching the people who need help. In this work certain days are set aside when the officer can be found at certain places in the county, where any citizen can come and be innoculated free of charge against smallpox, or typhoid fever; examined for hookworm disease; and where anyone could receive a cursory examination for beginning tuberculosis, Bright's disease, degenerative disease of the heart and arteries, and cancer, etc.

3. Reporting and following up cases of typhoid and tuberculosis. This would consist of instruction in precautionary measures to prevent the spread of the disease to other members of the family.

4. Quarantine. A healthy sentiment in favor of efficient rules and regulations governing quarantine could be developed through his contact with the people.

5. Looking after the county dependents. This is not health work in the truest sense of the word since no preventive measures are taken—the work here is wholly on the curative basis, yet it constitutes 90 per cent of what more than eighty-eight counties in this state consider "Health Supervision."

The county health officer must be a strong talented physician of exceptional training. The success or failure of any undertaking is

largely determined by the person to whom it is intrusted. If he understands the problems before him, if he has liberal academic and professional training, possesses energy, perseverance, tact, wisdom, patience, discretion, enthusiasm and power to make it contagious, he will not fail. We must have him regardless of price and regardless of state and county boundaries.

Public health is purchasable. Has your community bought all the health it needs?

Dr. Eliot, president emeritus of Harvard, says: "The highest functions of government relate to the preservation of health, the elaboration of education, measures of preventive medicine, and the defense of the country against venereal diseases and other evils."

I give examples of the actual work done in several counties of the State by officers employed to give their whole time:

1. Johnston County. In four months time, 239 children found to be partially blind in one or both eyes, 28 pupils either deaf in one or both ears; 309 mouth breathers; 704 with sore or enlarged tonsils; 598 with defective teeth; 1,124 with hookworm disease found by use of microscope. All these defects found in the schools of that county are serious hindrances but, having been found, they can be remedied so easily if teacher, parent and health officer pull together in this great work.

2. During the first eight days of the first month that Dr. Sevier in Buncombe County worked, he visited nine rural schools and lectured on "Hygiene and Sanitation," and examined 279 pupils of the total enrollment, 539. Of the 279 examined he found 112, more than 48 per cent, defective; in other words, in need of medical attention. Causes of defects were: 44, astigmatism; 11, defective hearing; 38, badly defective teeth; 36, enlarged tonsils; 31, adenoids; 2, skin defects; 3, enlarged glands which aroused suspicion of consumption; 6, contagious diesases.

3. In Sampson, Dr. Cooper worked as follows in one month: Eleven lectures with an aggregate audience of 1,578. During the month he examined 721 rural children; 376 of these seriously defective, in teeth, vision, or hearing, or because of adenoids or diseased tonsils. He found several incipient cases of tuberculosis. From his report, it is seen that 50 were treated and cured of their defects. To accomplish this work, he travelled 505 miles in his county that month.

This is just a little of what is being done by men who are showing the altruistic spirit and going into this work for the safe of humanity, and not from a material standpoint.

Emerson said: "Give me health and a day and I will make the pomp of emperors ridiculous." North Carolina can say, "Give us health and a day and we can make the work of our past ridiculous." We can be leaders instead of stragglers in the onward march of progress, when once our borders are cleared and we are ready for the race.

Systematic County Health Work

Some Results Obtained the First Seventeen Months in Sampson County

G. M. Cooper, M.D., *County Health Officer.*

IN writing this article I want it clearly understood in the beginning, that it is far from my purpose to utter a single word in a spirit of boastfulness. I want to present a few facts briefly told, of our work here, in the sincere hope that it may help to stimulate better endeavors for the advancement of the public health in other communities.

We have not done much, it is true, one reason being that there is so much to be done that it takes a vast amount of work to make any impression.

The people of Sampson County, as of all North Carolina, are hard to arouse. They are long-suffering; but once awakened they are veritable giants.

History has accorded to Pickett, the Virginian, all the honor and glory for that famous charge at Gettysburg, made possible through the courage of North Carolina troops, privates in the ranks, made up of a large sprinkling of Sampson County men, one of whom now living near the Salemburg community went "far" at that celebrated battle. A few of them came back after Sherman's work of destruction in this section was complete, most of them fell on the various battlefields, their widows and helpless orphans all over Sampson County in the direct line of that march, left to fare worse than the Belgians have suffered. Yet they never uttered one single cry for help from the outside. They suffered in silence. It has, so to speak, taken fifty years for us to catch our breath. Progress must of necessity be slow. But the time to move has come, and go forward we must, or suffer the consequences.

The above remarks were inspired by reading the following paragraph by Gage in the *Rhode Island Health Bulletin:*

"A Progressive Township."

"Dr. Stiles of the U. S. Public Health Service calls special attention to the fact that in Cape Fear Township, North Carolina, *every home* and *every school* is provided with a privy.

"It is difficult for us who live in New England, where sanitation is so far advanced that the privy is regarded by the majority of the people as a relic of past decency, to appreciate the significance of this statement, or to realize the fact that in certain parts of this great United States a large proportion of the people are not provided with even the simplest of sanitary facilities."

There! When you realize that eighty per cent of the people of North Carolina and practically all of Sampson County comes under the above classification of "certain parts" it is easier to comprehend the

enormity of our task. But accomplish it we will because we must, for the future economic and educational development of the State depend to a great extent upon the success of such work.

Severe as Gage's observation seems, it is, nevertheless, true. From a survey of over sixty white schools of the county made in seventeen months, I found that sixty per cent had no sanitary conveniences for either sex. Forty two out of forty-nine schools had no arrangements whatever for boys! What good will it do for the state and private individuals to spend money eradicating hookworm disease when the schools even, do not set an example in the simplest and most elementary matters of sanitary necessity.

I venture the assertion that conditions are just as bad, if no worse, in fifty other North Carolina counties I could mention. The only cause we have for satisfaction is that we are making mighty efforts to remedy this state of affairs.

Since this survey was made one township has installed sanitary facilities of the most approved type for rural schools in this section, at *every white school.* Other townships will, I think, rapidly fall in line. The negroes have equipped one school several miles out in the country.

Through the efforts of many agencies combined about 500 rural homes have installed some type of approved sanitary conveniences, and almost every day the health department is being called on for plans, etc.

The leaven is at work. We are studiously avoiding even the appearance of sensational methods. We believe that the best and most lasting results are to be obtained by a gradual lining up of all the forces in the county which are making for the permanent up-building of our county's resources.

We realized in the beginning that all results attained in public health work to be of permanent value, must be dependent on the success of our efforts in the schools. Therefore, all along, with the generous assistance of Superintendent of Schools, L. L. Matthews and Rural Supervisor of Schools, Miss Lula M. Cassidy, we have bent every energy toward getting something done through school work. And as the purpose of this paper is to discuss accomplished facts, I can do no better than quote the following from a paper by Miss Cassidy dealing with this phase of school work:

"One of the fine results of county health work in our county for the last fifteen months is the decided increase in the average attendance of the pupils of our schools. In the ten schools with which I have been attempting some special work, I have noted with interest, not only the increased attendance, but the greatly increased efficiency of the pupils who were examined and treated last year. I am persuaded that the very first step toward a better rural school system and community building is this health work which has already brought about such significant results.

"Another result of this work which is very gratifying to us, is the general awakening to the need of better sanitary conditions in the homes. This is evident from the fact that there are probably more than three times as many screened rural homes in the county as there were two years ago, that a number of homes have installed water works, and that the number of sanitary closets has been greatly increased. Much of this has been achieved through Dr. Cooper's work with the rural women's clubs.

"Still another phase of the work which is significant of what may be done is the stamping out of typhoid and malaria in whole districts, where, two years ago, epidemics of fever prevailed. This has been accomplished through the organization of the forces of these communities into clean-up campaigns, inducing village authorities to install proper drainage systems, and condemning the contaminated water supply of the homes."

As additional evidence, if any were needed, as to the importance and actual necessity of medical inspection of schools and school children I wish to offer extracts from two letters received during the last week in February. They speak for themselves in language that cannot be misunderstood, words that burn their way straight to the heart.

DEAR DOCTOT: You were at the C..... schoolhouse this week, and on examining my little girl you found her tonsils diseased very bad * * * I am very anxious about her. I want you to write me all about it at once, and what to do for her * * * *I did not suspect anything was the matter with her which was serious*, though I have in time seen some blood on her teeth when she would get up in morning * * * I want you to please write me all about her, I am willing to do what you think best. (Here followed an inquiry concerning his two other children.)

Please write me at once as I feel very anxious to hear from you.

I had to tell the father of this thirteen-year-old girl that his child had tonsils diseased to such an extent that further neglect meant rheumatism or tuberculosis almost surely for her portion in a few years; as her family history shows an ancestry saturated with rheumatism and some tuberculosis. It is needless to state that this father has already taken measures for his daughter's relief.

Unsuspected before the visit of the school medical inspector! Diseases of tonsils play only a small part compared to defective vision, neglected teeth, and cases of hookworm infection, all so seriously impeding the progress of the schools and having such a large part to play in keeping the South's illiteracy proportion too high, as well as making for poverty and misery in later life.

The above letter is typical of many received at this office.

The following letter from one of the best teachers in the county is indicative of the spirit in which most of the teachers are regarding health work:

DEAR DOCTOR COOPER: I called to see if little M.... A....'s parents would give him a hookworm treatment * * * You have benefited my school by coming. Several of my pupils say they are going to a dentist right away.

And the large boy who could not talk plain (diseased tonsils) says his father is going to take him to a doctor right away.

I am going to close school soon, and I am looking to you to get us the desks, toilets, and floor.

One of the most interesting features of our health work which we have undertaken this year, and which I believe will prove to be permanent, as it is already popular, is the western idea of school health officers, which we have started in a number of schools. Here is a typical report from one of these efficient young officers which I am publishing just as it was written:

REPORT OF HEALTH OFFICER OF CLEMENT SCHOOL.

1. Most of the children have individual drinking cups; all should have.
2. The school should have a dust-proof case for the cups.
3. The school grounds should be cleaned up in a sanitary way.
4. The school should be provided with the patent desks. The desks we have are improperly curved, and are causing the boys and girls to be stoop-shouldered.
5. There should be another floor laid across the one we have, as it is old and has cracks between the planks.
6. The windows should be on weights, so that they could be lowered from the top.

MAGGIE MCPHAIL,
February 23, 1915. *Health Officer of Clement School.*

Figures are not interesting, however we may tabulate a few of the things done without offending.

1. More than two thousand treatments anti-typhoid serum have been given. Not a case of typhoid fever developing in one so far.
2. More than twenty-five hundred persons have been vaccinated against smallpox.
3. More than four hundred persons have been treated for hookworm disease.
4. About one hundred health lectures have been given.
5. About fifty newspaper articles have been prepared.
6. Numbers of civic league organizations have been formed, and are doing excellent work.
7. The women of many communities in the counties have an organization known as The United Farm Women. The health officer frequently meets with them, always on their invitation, and is there able to give first hand information in regard to home sanitation, care of the baby and kindred subjects of equal importance. These meetings are productive of much good already evident.
8. Through the help and co-operation of the Sorosis, the strongest woman's organization in the town of Clinton, in conjunction with the forces of the Civic League and with the assistance of a few public spirited men, typhoid fever has practically disappeared from Clinton for the past year and a half.

The most notable work accomplished in Sampson in this period has been, of course, the intensive health work done in the Salemburg and

Ingold communities. This work was made possible by the combination of many forces, both outside and local. But the actual carrying out of these campaigns was made possible by the generous assistance of the Rockefeller Sanitary Commission. From a public health standpoint alone this work marks an epoch in Sampson county affairs.

Rural community development has been a serious problem for thinking men and women all over Europe and America, since Goldsmith published his "Deserted Village" in 1770:

> "Ye friends to truth, ye statesmen, who survey
> The rich man's joys increase, the poor's decay,
> 'Tis yours to judge how wide the limits stand
> Between a splendid and a happy land.
> * * * * * * *
> To me more dear, congenial to my heart,
> One native charm, than all the gloss of art."

Only a few years later our own Thomas Jefferson laid down the principles of community organization and incorporation. But so far as I am aware, the bill just introduced in the North Carolina General Assembly incorporating the "Ingold Model Community" is the first genuine effort ever made along that line in this country.

The Ingold community is a typical rural section, less thickly settled than the average. It is about twenty-five square miles in area. The charter gives them absolute control of their own affairs, just as the people of a city enjoy. The charter has two notable features included. First, it gives the community power to enforce race segregation; second, they have permission to pay one dollar per day to the family of any prisoner sentenced from their section who has a family dependent upon him for support. Enforcing community sanitation there will be an easy matter now. These people are moving for a community centre hall, which I have no doubt they will have soon.

The things which they are doing and which they are planning to do are too numerous to mention here.

If any one is inclined to doubt the sincerity of the people at Ingold and their purpose to "Put their creed into deeds," let him attend just one meeting when the "Woman's Club," the "Farmer's Union" and the "Ingold Health League," all get together and he will appreciate for the first time in his life just how Stevenson felt when he wrote:

> "The Highlands, in the country places,
> Where the old plain men have rosy faces
> And the young fair maidens
> Quiet eyes."

The work in the Salemburg community is an object lesson to the whole State on what can be done by the people all pulling together. The work there on questions of a public health nature has been practically perfect. The same can be said in regard to their educational work. No

people in any section are nearer a unit on every question involving their community's progress than the people at Salemburg.

Their endeavors and achievements have been too numerous to mention in a paper of this scope. But of one particular phase of their work I do want the outside world to know, and that is the fine service the "Ladies' Uplift Club" is doing. Their last move was to fit up a comfortable reading room for the boys and young men, which will serve somewhat as a general community centre. And they have just organized, with the assistance of the grade teacher, the little boys into a "Fly Brigade," which means that the health officer need not worry himself about the typhoid situation in that community this summer.

In conclusion, I want to say that after my seventeen months survey of the county, that the great crying need in many sections is for more teachers with "the vision" for "The harvest truly is great."

May God speed the work of the East Carolina Teachers Training School and other like institutions. Just because it has been the policy of the State in the past to deal niggardly with its teachers, is no reason to expect a continuation of that policy. Once we get a sufficient number of thoroughly trained teachers, the standard of citizenship will go up in proportion all over North Carolina from the mountains to the sea.

As noted in the beginning of this article, if the sum total of what we have done in Sampson County be subtracted from what remains to be done, the impression would be almost imperceptible.

The portion of the county health officer is, in many respects, similar to that of the teacher, a hard, thankless proposition.

But when discouraged and beset with difficulties at every turn in the line of ordinary duty, it is some satisfaction to think with Kipling that there will be a time

"When earth's last picture is painted,
  And the tubes are twisted and dried,
When the oldest colors have faded,
  And the youngest critic has died.
We shall rest, and faith, we shall need it—
  Lie down for an aeon or two.
Till the Master of All Good Workmen
  Shall set us to work anew!

"And only the Master shall praise us,
  And only the Master shall blame;
And no one shall work for money,
  And no one shall work for fame;
But each for the joy of working,
  And each, in his separate star,
Shall draw the Thing as he sees It
  For the God of Things as They Are."

The Moonlight Schools

The Campaign Against Illiteracy

THIS group of reports on adult illiteracy in North Carolina and the moonlight schools is for the purpose of showing conditions, as they actually exist in North Carolina and the remedy. Many people who know that we have a high per cent of illiterates take comfort in the thought that they are largely among the negroes; others, who know the per cent of white illiterates, think that it is due to the mill people; while the majority have never concerned themselves about it enough to know that there is a problem. A few people have searched the census reports carefully and have found amazing facts that prove that North Carolina has a big problem in rural adult white illiteracy to solve.

Kentucky has taught the nation the solution, "Moonlight Schools."

Dr. P. P. Claxton, U. S. Commissioner of Education, says:

"It will be a part of the lasting glory of the State of Kentucky that it has taken the lead in this movement. It is the first State to undertake to offer to all the people, of whatever age, an opportunity to learn to read and write, and thus break away from the prison walls of sense and silence within which the illiterate man and woman must live."

In the biennial report of the Department of Education, Dr. Joyner reviews thoroughly the illiteracy situation in North Carolina, gives the moonlight school as the remedy for rural adult illiteracy and makes a plea for coöperation in the campaign to remove the stigma of illiteracy from the State. With Dr. Joyner's permission extracts from his report are used.

The best explanation of the moonlight school is the story of the moonlight schools of Kentucky, as told by Mrs. Cora Wilson Stewart, the genius who started the movement. A glimpse of the personality of this woman helps to an understanding of the success of the work. Therefore, these two are an essential part of this report.

What Kentucky is doing, however would mean little to us in North Carolina if we were not following in the trail she has blazed. Reports from various parts of the State prove that North Carolina is at last aroused to a realization of the situation. Mrs. Cora Wilson Stewart, in her address at the Social Service Conference, said that when Kentucky challenged the nation, declaring that she would be the first State in the Union to eradicate illiteracy, she feared only one State—that was North Carolina, for she had heard that when North Carolina once took hold she never let go. From the beginnings it looks as if North Carolina intends to enter the race to win. Moonlight schools are breaking out all over the State, almost simultaneously, and spontaneously. While you are counting them, you hear of another. The University News Letter

is attempting to keep the score. Up to date, March 1st, they are reported from thirteen counties. Two weeks before, when they were nine, the attempt was made to get a direct report from each county, but they are so busy doing things they have not time to tell what they are doing. (The schools are almost, literally, from Currituck to Cherokee.)

Harnett County has the honor of having had the first one in the State. Mr. Ezzell, Superintendent of Harnett, told the story at the Social Service Conference, following the story of the Kentucky schools. Such news as could be obtained of what North Carolina is doing to wipe out this blot on the scutcheon of the State makes a fitting climax to this series of reports.

Report of Dr. J. Y. Joyner

I stood one day looking into the face, the dull blank face of one of the adult illiterates of North Carolina, one of those retarded souls—saddest sight on earth to me, a face like that through which the light God kindled at birth in the human soul, can no longer shine because all dimmed and dulled and put out by that strange human blight, ignorance. I said to him, "My friend, how happens it that in a land of boundless opportunity and Christian civilization like this, you have grown to manhood without a knowledge even of the rudiments of learning, without the ability even to read or write." To my dying day I shall never forget the look in his face, the tone in his voice, as he answered: "I don't know, sir; seems like I hain't never had no chance." Is it too late even now to give him some sort of a chance?

By the accident of birth, the fortune of environment, the love of our fellow-men, expressed in private and public schools for us, here sit we snugly in the light, yonder at our doors are our brothers—thousands of them, sitting in the shadows of the world, in the bitterness of darkness, in the bondage of illiteracy—mature men and women, old men and women—but children still—

> *"Children crying in the night,*
> *Children crying for the light,*
> *And with no language but a cry."*

That cry, from the depths of some divine despair, rising from mountain top and cove—from plain and valley—ringing in the ears of men, ascending to the courts of heaven, shall we not heed it? Duty points the way, conscience lights the path, shall we not go down to them, these grown-up children, these lame ones—lame of mind, lame of soul, lame, so many of them, from their mother's womb, lame most of them, because they "hain't never had no chance." Shall we not go down to them, and bid them in the name of Jesus Christ of Nazareth to rise up and walk?

Shall we not take them by the hand and lift them up, that they may gather strength to stand alone, to walk alone, to live in the light, to dwell in the darkness no more forever?

The census of 1910 shows that with the exception of Louisiana and New Mexico, North Carolina has the largest percentage of native born white illiterates in the United States, ranking forty-sixth in this particular. By reaching this generation of children as they pass through the public schools, our compulsory attendance laws, properly amended from time to time and properly enforced, ought to eliminate illiteracy in the next generation of adults. In the meantime, this vast army of adult illiterates already beyond the reach of the schools and all compulsory attendance laws, must be reached, if reached at all, during this generation, by means outside of the public schools. The honor of the State and our manifest duty to these adult illiterates—our fellow-citizens—demand that we shall find and put into successful execution at once, some effective means for reaching them immediately, for reducing rapily, and finally eliminating adult illiteracy in North Carolina.

It is also encouraging and significant to note from the census of 1910 that for persons from 6 to 20 years of age, inclusive, whose illiteracy depends upon present school facilities and school attendance, the decrease in the percentage of illiteracy during the decade has been much greater than for adults 21 years of age and over. In fact, nearly twice as great. With proper enforcement of the law for compulsory attendance of all children between the ages of eight and twelve in this State for the next decade, the decrease in the percentage of illiteracy between the ages of 6 and 21 years will continue to grow greater until illiteracy between these ages is practically eliminated. It is discouraging to remember, however, that the large crop of adult illiterates that already constitute by far the largest percentage of the illiterates of this State, are beyond the reach of the schools and the compulsory attendance law and must continue until they die to count as illiterates and render almost impossible the elimination of illiteracy or the reduction of the percentage of it in North Carolina as rapidly as the reputation of the State and its standing abroad demand, unless some other means than the regular schools can be found for reaching and teaching them.

This crop of adult illiterates is an inheritance from former generations, from slavery, from the Civil War, from the poverty and the destruction of our school system and other institutions, following it. It must inevitably handicap the progress of the State, discourage immigration of the desirable sort to the State and invite the sneers of the scorner and the defamation of the witling to the shame and injury of the State for the next two or three generations, unless we find and put into immediate operation some effective means of reducing, and, if possible, eliminating adult illiteracy during this generation. It is our duty to the

State and to these illiterates who are bone of our bone and flesh of our flesh, and who are not responsible for their illiteracy, to seek and find a way to reach and teach them without further delay.

By strong resolutions, the State Association of County Superintendents, the North Carolina Teachers' Assembly, the Junior Order of United American Mechanics, and the North Carolina Educational and Coöperative Union have pledged themselves to coöperate actively in the movement for the elimination of adult illiteracy. I have no doubt of the hearty coöperation of the churches, the women's clubs, and all social service organizations of all sorts, in this movement. It is my purpose to call, also, upon the *college students* of North Carolina to volunteer their services during the vacation in coöperation with the teachers, under the direction of the county superintendent and educational forces of the respective counties of the State, to *teach these adult illiterates in moonlight schools to read and write.* By a properly organized and wisely directed movement for this purpose in every community in North Carolina having any considerable number of adult illiterates, we ought to be able to eliminate adult illiteracy within the next few years.

Illiteracy in North Carolina in Figures

In North Carolina the per cent of native born whites who can neither read nor write is 12.3; in the whole South, 7.7; in the whole of the United States, 3.7, ranging from .03 per cent in four of the Northwestern States to 15 per cent in Louisiana and 15.5 in New Mexico—the only two States that have a higher rate of illiteracy than North Carolina. Within this State the per cent ranges from 3.2 in New Hanover to 22.4 in Mitchell. The geographical distribution is irregular. Mecklenburg ranks next to New Hanover, Cherokee and Columbus are together near the end of the list, and Hyde and Transylvania come together near the middle. The actual number of native born white illiterates in North Carolina over ten years of age is 131,992. Of these only 7,440 are in the towns. This leaves 124,552 in the country. This makes the town 5 per cent and the country rate 13.5 per cent. Of this number 49,710 are white males of voting age. This means that 140 out of every 1,000 white voters in North Carolina cannot read their ballots. The total number of illiterates of both sexes in the State over twenty-one years old, including negroes and foreign born, is 232,226. The total number of illiterates of all ages is 291,497—18.5 per cent. This leaves 61,271 under twenty-one years old. Compulsory education enforced will take care of many of these.

If each school center in each township will take care of the few illiterates in its district, that settles the question for the county, and if each county sees to it that each district does this, the State will have no prob-

lem of illiteracy, and when the next census report is issued North Carolina, instead of being in an uncomfortable position near the bottom of the roll of States will be comfortable near the head.

Mrs. Cora Wilson Stewart, the Founder of the Moonlight School

"Moonlight Schools"—It required a woman of vision, of clear imagination, poetic instincts, a true seer, to coin the title that has fired the imagination of the enlightened beings who live in the spots blackened by the stigma of illiteracy. They, too, are catching the vision and following the gleam. The figure comparing ignorance to darkness, knowledge to light, had become trite, but now, the hackneyed figure in a new garb, stirs a people to action. The deadening realism of the term "rural night school" could never have made such an appeal. As in all great movements, in the fulness of time a great reformer, who not only sees the vision, but sees the way to the vision, takes the initiative, dares to do, and then the movement breaks out everywhere.

This seer, Mrs. Cora Wilson Stewart, at the Social Service Conference in Raleigh, on January 29, told a story equal to an Arabian Night tale in adventure, achievement, and appeal to the imagination, yet a story that was a clear, logical development of a rational, natural beginning, a story of facts and figures, but of dreams and awakenings—such a story as is seldom heard. The story of the moonlight schools of Kentucky is, in itself, in cold print, interesting, but when told by Mrs. Stewart it becomes marvelously gripping. The charm of her personality, her pleasing stage address, her clear-cut enunciation, the fluency of her speech, the flashes of humor, the convincing logic of her argument, the appeal to genuine sentiment, free from emotional appeal or sentimentality—all these combined made the address one long to be remembered. One could understand that this woman had never been guilty of whining over hopeless, deplorable conditions, of pitying poor benighted beings outside of her class, but that she had faced the situation with full understanding, with a clear, well-balanced head, with rare sympathy, indomitable courage and boundless faith.

One could readily see why Mrs. Stewart succeeded where an emotional zealot, marching to a mere night school, armed with a primer of sounds and symbols to club illiterates into learning, would have failed and would never have been heard of beyond one spot in Rowan County, Ky.

When the call came for 1,000 volunteers for moonlight schools 2,000 enlisted. 100,000 people enrolled as pupils. The aim for 1915 is 5,000 moonlight schools and an enrollment of 250,000 adults.

A Commission of Illiteracy is at work. Various devices are used for giving publicity to the campaign. Two slogans are "One for every one," and "Everybody reads and writes in Kentucky in 1920."

The Story of the Moonlight Schools of Kentucky

Practically the same story that Mrs. Stewart told in Raleigh is given in Dr. Joyner's report. This is the version given there.

Mrs. Cora Wilson Stewart, County Superintendent of Rowan County, Kentucky, tells briefly how it has been done in one of the most illiterate mountain counties of Kentucky and how twenty-five other counties of that State, following the inspiring example of that county, are successfully eliminating adult white illiteracy. In a letter under date of February 6, 1914, Mrs. Stewart writes:

"The first effort made to reduce Kentucky's adult illiteracy was begun here in Rowan County three years ago under my supervision. We planned rural night schools for our adults, known since as "Moonlight Schools," because they were conducted on moonlight nights. We expected to enroll a straggling few, but found how eagerly adults welcome an opportunity when 1,200 people came the first evening. We taught persons from 18 to 86 years of age that year, having a two weeks session, then a recess and then another two weeks session. The next year we had a six weeks session, enrolled 1,600 and our oldest student was 87. In those two years we taught more than 6,000 people to read and write. During the autumn of 1913, we made an effort to completely wipe out our illiteracy. We enrolled 2,500 persons, taught all illiterates in the county but twenty-three, nineteen of those being 'impossibles.' In the meantime, eight counties in Kentucky tried the method with success the second year, and twenty-five adopted it last year. It was tried in the tobacco districts among the tenant class with marked success; it was tried in the mining camps, and the miners and their families embraced the opportunity with eagerness; it was tried in isolated farming sections, and the farmers and their families came for miles and could hardly be driven home from school when the hour for dismissal arrived; in the mountains, where the movement originated, the people crowded to the schools in throngs, as many as 125 being enrolled in one isolated district."

In an address before the Southern Educational Association in 1912, Mrs. Stewart further describes her campaign against illiteracy:

"I gathered the teachers around me, outlined the plan, called for volunteer service, and without any difficulty enlisted them heart and soul in the cause. On Labor Day, September 4th, the teachers observed as a real Labor Day, by walking over their districts, explaining the plan and announcing the opening, which was to occur the following evening. The demand was great; the teachers knew it and I knew it, and we confidently expected that there would be an average of two or three pupils to each teacher, making perhaps 150 adult pupils in the county; but we never knew how great it was until the doors opened and the school's bell rang for the first moonlight schools in America, when twelve hundred boys and girls, ranging in age from eighteen to eighty-six, came tripping up out of the hollows and over the hills, some to receive their first lesson in reading and writing, and some to improve their limited education. Illiterate merchants who had been in business for years, ministers who had been attempting to lead their flocks along paths of righteousness, lumbermen who had engaged in commerce without having in their possession the keys of learning which would most successfully unlock its doors, took advantage of the opportunity, and actually learned to read and

write. Mothers came that they might learn to write to their precious sons and daughters in distant lands, fathers came that they might learn to read and write sufficiently to exercise the divine right of suffrage with secrecy and security. They came with different aims and purposes, but, after all, inspired by the one great aim—the escape from the bondage of ignorance and the stigma of illiteracy. Almost one-third of the population of one little county was enrolled, and it was a county which contained no greater proportion of illiterates than many others in the South, both lowland and highland. They had all the excuses and all the barriers which any people might offer—high hills, bridgeless streams, rugged roads, weariness from the day's hard toil, the shame of beginning to study late in life, and all the others; but they were not seeking excuses—they were sincerely and earnestly seeking knowledge. Their interest, their zeal and their enthusiasm were wonderful to witness. It was truly an inspiring sight to see these aged pupils, bending over the desks which their children and grandchildren had occupied during the day. I have witnessed many degrees of joy and pride, but their delight in learning and their pride in their achievements exceeded any joy that I have ever witnessed. It was an inspiring sight to see the patient, noble, unselfish young teachers, instructing by night as well as by day; and it is an inspiring thought to remember who these teachers were—mountain boys and girls who had secured an education, and had gone back to elevate their own communities; teachers who knew best the peculiarities and limitations of their senior pupils, and could best encourage and inspire them along the road of learning. They used as a text book a little newspaper, especially prepared for the occasion, containing simple sentences, concerning the movements of people with whom they were acquainted, together with such sentences as would inspire their county pride and awaken them to continued effort. The object in using this paper was as much to save them from the embarrassment of using a primer, and to arouse in them the feeling of importance in being, from their first lesson, a reader of a newspaper, as for the objects already enumerated."

Moonlight Schools in North Carolina

Harnett County was the first county in North Carolina to have a moonlight school. Superintendent of the county, —— Ezzell, told the simple story of this school at the Social Service Conference, immediately after Mrs. Stewart's address. It was a sincere, direct story of a man working to help the individuals he came in touch with to help themselves to something better. He had heard that people in Kentucky were teaching the illiterate adults in the county how to read and write by having them come together on moonlight nights and he thought people in Harnett County could do it too. His first school was opened in March, 1914. In less than ten months he had ten schools with 139 pupils, 115 men and 24 women.

Columbus County is earnest about the work, as the following letter from Supt. F. T. Wooten, dated February 15, will show:

"We established our first Moonlight school nearly three months ago, with an enrollment of twenty-six pupils. This school was established by Mr. Vance L. Smith, teacher of the Bear Island school, in Lees township. Mr.

Smith devotes two or three nights in the week to this work, beginning at seven o'clock and closing at ten o'clock. The enrollment has increased from twenty-six to thirty-five. The people of the community are taking hold of this work with an enthusiasm which means the driving out of adult illiteracy from their midst.

"Mr. Thaddeus Matthews of the Pleasant Plains school has established a Moonlight School, with twenty-five pupils, and success is crowning his every effort.

"Several other schools have been organized in different parts of the county, and the teachers of these schools are meeting with encouraging success.

"I am going to try to keep this work going throughout the entire year, until we drive out adult illiteracy from our county. As quickly as I can get through with visiting schools I am going to devote much time to this particular work. I expect to call for volunteers in the several communities to help us out in carrying on this work."

Sampson County. This story of a moonlight school in Sampson County is interestingly told by B. McLamb, principal of Huntley School, in the January number of the *Sampson County School Record.*

"Having studied the social and educational atmosphere of this community for sometime, and having noted the indifference of the patrons in school matters, I began to ponder some plans for awakening their sluggish conscience along this line. I found in revising the school census that there are about a dozen illiterate men and women in the district. I called a meeting of the patrons with the hope of stimulating school interest by some means. At this meeting I proposed and explained a plan in my mind for a moonlight school for the purpose of removing this stigma of illiteracy and ignorance from our community. It met with a fairly cordial response, so we planned to meet three nights in the week at 6:30 P. M. In spite of the bad weather we have had good attendance, mostly men, as the women are timid about cold nights. The oldest pupil is seventy years old, two others are sixty, and the ages of the others range on down to seventeen.

"This work is not only serving to reduce illiteracy in the district but is stimulating new interest in the general school work. The only complaint that has come to me is a general regret that the night school did not begin at the opening of the regular school term. It has been in operation ever since Community Service Week. The progress made by these pupils in this short time demonstrates that it is not so hard a matter for illiterate adults to learn to read, write, and figure as one may imagine. They seem more eager to learn to figure and make business calculations than they are to read and write. Some who were unable to make figures or to read them, when we first began, are now able to handle really complicated problems in the four fundamental processes of Arithmetic. It is wonderful to see how rapidly they grasp the idea. I am endeavoring to give them problems from their actual daily experiences in life. When I have more pupils than I can instruct myself, I usually secure the assistance of some person in the community who is competent to aid in the work.

"Everybody seems to have taken on a new move and a better spirit since the night school began to spread its influences abroad, and the average daily attendance of the regular day school has increased most decidedly. I am convinced that the moonlight school idea is the redeeming scheme for the illiterate condition in the rural districts, and I hope the time is

not far distant when moonlight schools shall be operating in every community in this good old county."

Buncombe County.—The *News and Observer* on March 1st, published the following from Asheville:

"At a conference of the members of the school committees, the teachers of the county schools and the women of the various betterment associations, those in attendance pledged themselves to work for the adoption of moonlight schools in Buncombe county and to extend the time of the school terms wherever such action is possible."

Illiteracy Doomed

Illiteracy in the United States is doomed. Statistics compiled by the United States Bureau of Education for use at the Panama-Pacific Exposition, show that of children from 10 to 14 years of age there were in 1910 only 22 out of every 1,000 who could neither read nor write. In 1900 there were of the same class 42 per 1,000. If reduction in illiteracy is still proceeding at even the same rate, the illiterate children in this country between the ages of 10 and 14, inclusive, now number not more than 15 out of every 1,000.

It is evident that the public schools will in a short time practically eliminate illiteracy among children, but according to Bureau of Education officials there are between four and five millions of adults that are illiterate and that cannot be reached by the public schools. To wipe out illiteracy in the United States one of two things must happen: Either the country must wait for the generation of present adults to die off, or by some extraordinary means reach these illiterate millions.

On the basis of these figures Dr. P. P. Claxton, Commissioner of Education, estimates that with an average annual expenditure of $20,000 for ten years he could put forces to work that would, by means of night schools and other agencies, eliminate illiteracy among the adults of this country. The Abercrombie Illiteracy Bill, H. R. 15470, now pending before Congress requires the Bureau of Education to undertake this work in any State upon request of the proper State authorities and makes an appropriation of $15,000 for 1915, $22,500 for each succeeding year until 1920; and $17,500 for each year thereafter until 1925, at which date, it is believed, illiteracy would be eliminated.—*Exchange.*

Hiawatha Indian Pageant-Play

May R. B. Muffly.

IN selecting Longfellow's "Song of Hiawatha" for presentation on December 7, 1914, the Edgar Allan Poe Literary Society had in mind two objects:—to give an artistic production, and to present a play with an American theme. After a discussion of various plays and pageants it was decided to give the Longfellow poem in some dramatic form, as it best combined the objects we had in view.

Any story of Indian life is of absorbing interest to the children of America, and in no other story can Indian life be presented so vividly as in Hiawatha, which offers a wonderful opportunity for illustrating the customs, games, tribal ceremonies, legends, music and dances of this vanishing race. The story as given by Longfellow is made sufficiently human to interest all ages, the lines are poetic and beautiful, and their strong rhythm eagerly absorbed by young people, in whom rhythm is so potent a factor. The life in the open with its background of woodland, and the gay and fanciful costumes make a rich color scheme which appeals to the eye and satisfies the senses of young people who crave the spectacular.

The story naturally divides itself into two parts—the childhood of Hiawatha, which is beautifully adapted for presentation by young children, and the manhood of Hiawatha, which deals with the most vital episodes of his maturity, and which can be made to embody all the educational values of song, rhythm and drama. His spiritual development through his great sorrows, his leadership of his people and his mystical departure can be brought out in the course of the story by any one who has realized the beauty of this part of the poem.

The difficulty of obtaining an arrangement suitable to our purpose made us decide to adapt the poem to the form in which it was finally given—the pageant-play. The pageant-play allows the freedom necessary to give this story in the most satisfactory manner, as it permits pantomime tableau, dialogue, music and dance, and all of these art forms are needed to give a correct impression of the real life of the Indian.

The aesthetic side of Indian life has not been sufficiently emphasized in the past, and it is only within comparatively recent years that we have begun to realize the debt we owe to them in an artistic sense. A study of this race will bring us to an appreciation of their primitive culture, and to a desire to keep alive this culture. In music, dancing and dramatic art are found the finest expression of the soul of the Indian, and the "Song of Hiawatha" affords ample opportunity for self-expression in these art forms. As a historical background the value of the scenes presented is so unmistakable that it is not neces-

sary to dwell upon that side of the subject in this article; it is for us to treat it as an art form of unusual beauty and as an educational opportunity.

To acquire the material necessary for this production involved much time and labor; the music was in itself a work sufficient to absorb all one's effort, but the joy of it repaid all the effort. "Indian Song and Story," by Alice Fletcher, furnished us with some of the most beautiful tribal melodies, and arrangements of these melodies by Farwell and Cadman were also used. MacDowell's "Indian Lodge" became the theme for the "Prayer to the Great Spirit," which made one of our most effective scenes, and the "Farewell, Minnehaha" by Coleridge-Taylor created a deep impression.

All races express their emotional life in the dance, and the Indian symbolizes his inner life and the events of his race in this mode of expression; it is virtually impossible to give a true picture of Indian life without these symbolic dances.

For our dances we were indebted to Miss Mabel Flaharty, of the Eastern High School, Baltimore, Md., and we found her help invaluable; Miss Morris, of the Model School, was kind enough to teach us the "Corn Dance" which was so much admired.

In the study of customs, games, tribal ceremonies and daily occupations of the Indians, the Report of the Bureau of Ethnology, Washington, D. C., was absolutely indispensable, and it can not be too strongly recommended to any one who is looking for correct information on these subjects; the Bureau of Ethnology also supplied us with a report on "Indian Games," from which we drew the four games used in our play. Requests for information from the Government Indian Schools brought us valuable information, special thanks being due the school at Chilocco, Oklahoma. From an Indian tribe which gives out-of-door performances of Hiawatha, we acquired a number of pictures of their performance and found them helpful. One of the most valuable features of our production was the wealth of material which we gained, and which alone would have made it worth the effort. The pictures which are given in THE QUARTERLY are a few of the beautiful scenes which were given and will perhaps suggest ideas to any teacher who may wish to dramatize scenes from Hiawatha; "The Hunting Dance," "The Planting of the Corn," "The Wooing of Minnehaha," "The Wedding Feast," and "The Departure of Hiawatha," will at least give some impression of what we tried to make real to our audience and our actors; and one of the most satisfying and delightful experiences we enjoyed was a rehearsal in costume given to the Model School composed of the children of first, second, third and fourth grades, who were absorbed in every scene we gave and who carried away a clear idea of all we tried to convey.

In summing up the result of our effort I would suggest that teachers

of all grades can find in Hiawatha rich material for stimulating interest in literature and history; and that it does not necessarily require elaborate costuming to make it attractive, as Indian costumes can be made striking and effective with small expense. I can not do better than conclude with an extract from a book on plays by an authority, who says: "Dramatic work offers an almost unequalled method for all-round culture; a method for supplying in vivid form much of the intellectual material of the regular subjects which is now frequently acquired in a confused jumble; a method for heightening the interest in all school work; and especially a method for doing justice to that most neglected element in our education—*the training of the emotions.* The impersonating of other characters—in a word, dramatic games and plays—may well be called the safety-valve of the emotional life. Yes, it is more than that, it is really a generating power for a full and controlled emotional life.

This is one of the fundamental functions of art, whether it be drama, music, painting, sculpture or any of the others—so to fill us with the high spirit of the art product that, drawn up to it and identified with it, some glow and inspiration of having been on the heights will still thrill us after the exalted state has passed away."

The Spelling Match

Ten little children standing in a line,
"F-u-l-y, fully," and then there were nine.
Nine puzzled faces, fearful of their fate,
"C-i-l-l-y, silly," then there were eight.
Eight pairs of blue eyes, bright as stars of heaven,
"B-u-s-s-y, busy," then there were seven.
Seven grave heads, in an awful fix,
"L-a-i-d-y, lady," then there were six.
Six eager darlings, determined each to strive,
"D-u-t-i-e, duty," then there were five.
Five hearts so anxious, beating more and more,
"S-c-o-l-l-a-r, scholar," then there were four.
Four mouths like rosebuds on a red rose tree,
"M-e-r-y, merry," then there were but three.
Three pairs of pink ears, listening keen and true,
"O-n-l-e-y, only," then there were two.
Two sturdy laddies, ready both to run,
"T-u-r-k-y, Turkey," then there was one.
One head of yellow hair, bright in the sun,
"H-e-r-o, hero," the spelling match was won.

—*New Orleans Picayune.*

Team Work in Elementary Arithmetic

Maria D. Graham.

THE course of study is so full at present, that a teacher is ever on the lookout for ways and means by which she can attain satisfactory results in the shortest time possible. The object of this article is to show how the proper use of team work enables the teacher of elementary arithmetic to do more in an allotted time than she could otherwise do, and also to show that this work is not less satisfactory but often more satisfactory in results.

By team work is meant working the class as a whole or in a few groups instead of assigning work, for the most part, to separate individuals. And yet, this does not mean that the teacher is to lose sight of the individual, nor does it mean that she is teaching the subject rather than the child. It does mean, however, that the teacher must be here, there and yonder, watching what each child is doing, studying individual differences and perplexities. Furthermore, for team work to be a success, there must be more outside preparation on the part of the teacher. She must have on hand a store of well organized, typical examples or problems with sufficient variation to provoke thought and keep the pupils ever on the alert, so as to prevent the work from becoming purely mechanical. There must also be a snap and go about the recitation, or team work is a complete failure.

In rapid oral work, both abstract and concrete, team work is generally used to great advantage. Each pupil should profit by every question asked. Thus, even in very large classes, practically every child contributes something to the recitation, and each should get much from it.

In taking up new work, where development is necessary, the group should be handled as a unit. In attacking a new point, there is great value in concerted action. The power of concentrated attention is thus developed. The logic of arithmetic is also brought out, if the subject is taught inductively, as it should be. Much time is saved in giving the explanation each one needs collectively, instead of trying to give it to each pupil singly. In teaching fractions and in teaching areas, where paper cutting and paper folding are used, all the children can be doing practically the same thing, and yet each one can work independently. This is true in all phases of team work.

So much of fourth, fifth and sixth grade arithmetic pertains to *form,* that is the written work is expressed in a certain way, as: the proper place for the quotient in long division, particularly the first digit; the arrangement of the work in addition, subtraction, multiplication and division of fractions; and the placing of the decimal point. In this kind of work, after the principles have been made clear, and

THE HUNTING DANCE – THE START

SHOOTING IN THE HUNTING DANCE

THE WOOING

where the application is in a large measure drill on *form,* team work saves much time, but should be used only until each pupil, by actually working several examples, learns just what is to be done and how he is to proceed. For instance in subtraction of fractions, where borrowing is necessary, the teacher may have connected the new work with what has preceded; the children may have been led to feel a need for this kind of thing in life. Oral problems similar to the following help in making the children conscious of this need. If you have $3½ and spend $1¾ for a hat, how much money will you have left? But for the pupil to express in written form what he has thought and said, is not an easy process, and he can learn to do it only by doing the thing itself.

Here, as in many similar instances, after the teacher has worked about two examples involving borrowing, giving the needed explanation and answering questions, it is wise for her to dictate an example, a typical one, to the whole class or group. Several of the strongest pupils should work at the board in front of the class, while the others work the same example at their seats, and if they wish, compare what they are doing with what is going up at the board at the same time. The teacher follows closely those at the board, to see that no bad forms of expression are allowed to remain, and also to see that only the best habits are started. The weak students by working and comparing thus avoid the bad effects of wrong impressions, and catch on to the new work more quickly than if the teacher gave the explanation to each one individually, because children learn so much by imitation. Although independent work and development is the final goal, if a pupil does not know how to begin, he must learn from some one else, either teacher or pupil: so there is no harm at this stage of the game in his following another, or in his receiving help from a student who is occupying an adjoining seat. Here is when coöperation is not to be discouraged. By comparison, good questions will be asked by the pupils, and many troubles will be quickly cleared up. The weaker children may then be sent to the board to see whether they understand how to proceed. If too large a number have difficulties for the teacher to manage, a stronger pupil may be sent to help each one in trouble. Thus the children are made to feel that the recitation is theirs and not the teacher's alone.

As soon as each child knows what is to be done, individual work begins in earnest. Often times here, it is best for all the class to remain seated, for the teacher to put the examples to be worked on the board, and then for her to go around among the pupils to see that they are really at work, and to give help if it is needed. As soon as the quicker ones have finished, an additional assignment should be put up for them. The slow ones should not be rushed, but all should be kept busy. But even here, if the class is large, certain kinds

of group work may be better than the individual work outlined. The best students, some at the board and some at their seats may take from dictation an example suited to their ability; the next best in a second group some at the board, some at their seats, an example next in degree of difficulty, etc. Three groups generally are all that are necessary.

There are many advantages in taking down problems and examples from dictation. Power of attention is developed; essentials are picked out and nonessentials discarded; short forms of expression are acquired; a pupil at the board can work to better advantage if both of his hands are free; in every day life, it is more often necessary to work problems from dictation than from a book. These three groups, mentioned above, are not always made up of the same children, for there are many varying abilities in arithmetic. The teacher is thus enabled to keep up with all that is being done, to watch tendencies in the children, to check the bad and to develop the good. The pupils also lose practically no time in waiting their turn. All are kept busy, so there is little danger either of their acquiring the habit of idling, or of their getting into mischief. If the class numbers fifteen or over, each child can work two or three times as many examples as he would if each child had a different example. Furthermore, honesty is developed by having several children working at the same thing at the same time. If the child is never trusted, he will ever remain weak. If he persists in copying, after private rebukes, open humiliation may be necessary. He may be sent to his seat or given an example all by himself.

In this team work, a spirit of healthy rivalry should be maintained, but accuracy should be demanded as the first essential. Speed is to be encouraged, but not to the neglect of the kind of figures made. The making of good legible figures is a matter of great import.

In addition to class drill work, home or seat drill work is necessary. Complete independence should here be striven for, the assignments being well graded to suit the needs and abilities of all concerned. Improper assignments in arithmetic beget dishonesty. If the work is too difficult for the child, or if the assignment is not clear, he will either go to some one for help, or what is worse, waste time doing little or nothing. If the assignment for home work is a proper one, parents should realize how they are harming their children by giving help where it is not needed, and also by encouraging the deception of the teacher. In drill work, when possible, have the children use a study period at school for preparing their next arithmetic lesson.

As a climax to drill work, where numbers justify it, team work may enter again in the use of races of various sorts, the class being divided into two teams. The team that wins the best two out of three races is the winner. As weak and strong pupils are evenly divided, some on

SCENES FROM THE PAGEANT PLAY

HIAWATHA

THE WEDDING FEAST

BLESSING THE CORNFIELDS

THE DEPARTURE OF HIAWATHA

each side, a healthy class spirit is maintained. Such races could be conducted on Friday afternoon as a variation to the hundrum exercises so often held at that time. In small schools, two or three grades may be united, when the drill is on topics fundamental in all of the grades.

In problem solving, the class may be handled as a group until certain general points of attack are discovered or pointed out, and until certain principles of the best ways of expressing written work are made clear. Beyond these points, and the solution of easy concrete oral problems, much individual work is necessary, and team work plays a minor part. But even here some team work can be done along with the individual work. As a home assignment, each pupil may be asked to formulate two or three problems of a certain type for the other pupils to solve at their next lesson. These problems should be made from actual facts that grow out of his home or community life. Each pupil must solve his own problems in order that he may have the answers and be able to give the explanation to the other children in case they can not work them. This work affords excellent opportunity for correlation with English, as clear, terse language must be used. In making problems, children learn the value of words; they also learn to read with understanding what another has written. Comparison of methods of attack and of results in such work is also invaluable.

Some of the advantages of team work in arithmetic have been pointed out. There are still others, not the least of which is the possibility it affords for developing a love for the subject. Children enjoy competition and also the music that comes from the hum of the chalk and the click of the pencils as the class works as a unit. An inspiration goes with this concerted work that is similar to an electric current; and a joy in and love for arithmetic is thus developed that can not be brought about when this phase of the work is neglected.

Organized Out-of-Door Sports

Mabel M. Comfort.

GIVEN on the one hand two hundred and fifty prospective teachers with natural instincts for play, a campus of forty-seven acres, and eight school months of weather mild enough for out-of-door exercise, and, on the other hand, neither a gymnasium nor a physical director, East Carolina Teachers Training School is facing a big problem and a serious handicap in its solution. The first step toward solving this problem was taken last year when athletics was organized on a permanent basis. This article is an attempt to show, in a definite way, just what things have been done to establish organized play in the school, how they have been done, and why certain methods of organization have been used.

Before nineteen hundred and thirteen the school had provided two courts for basketball and four for tennis. These courts had been used, but not in a definitely organized way which brought all forms of athletics under direct and continuous supervision. With these courts and their equipment at hand, the first thing to be done was to arouse and hold the interest of the greatest possible number of students. Basketball, tennis and cross-country walking were the activities first organized. Captain ball has been added this year. Because the first of these brought more individuals into athletics, since nine players could be used on a team, two teams must be used for a game, and class loyalty could be used as a spur to lagging interest, for two months the greatest effort and attention was concentrated upon basketball.

The important details of organization were worked out first with the Senior teams who were able to offer suggestions to the lower classes when their teams were selected somewhat later. In this way the Seniors became in a measure responsible for a co-operative and harmonious organization of students who, in return, looked to them for leadership. During the two months before Thanksgiving every girl had one definite purpose in mind—to win a place on her class team, and every class practiced with the determination to play in the Thanksgiving match game.

This game was made the pivot about which every effort of both students and organizers turned. It was agreed that the players of each class should elect the members of their class team, taking into consideration, first, the number of times each girl had been to practice; second, the average number of fouls she had made; third, the quality of her team work. The class teams were to play a series of match games and the winners were to be the two who had won the greatest number of games with the smallest number of fouls. These two winning teams were to play in the game on Thanksgiving. Thus, from the beginning,

TENNIS COURTS

CROSS COUNTRY WALKING

each player has been tested in her continuity of purpose, her self-control, her power of coöperation and fair play.

But the appeal to class loyalty was by no means sufficient to arouse the enthusiasm which developed in connection with the Thanksgiving game. The basketball referee never lost an opportunity to build up the weak places and strengthen the strong ones in the systematic activity that was developing under her direction. The devices she adopted, in addition to the appeal to class loyalty, were:

1. Be on the court, on time, for every game.
2. Make a personal appeal to every member of every team, every day the team is scheduled to play, by inviting her or reminding her to come to practice, and have each captain do the same thing for every game her team plays.
3. In the game follow official rules and bar out all local rules.
4. Have a fixed standard of teamwork and never abandon it.
5. Every time a foul is called, tell the girl who made it what the foul was.
6. Never point out a fault to a player without calling attention, at the same time, to the best features of her playing.
7. Exercise patience and self-control in every situation.

As a result every player began very soon to realize the importance of filling her own place promptly at the twice-a-week practices, and the fact that she had a definite part to play, encouraged her to play that part to the best of her ability and gave her a vital interest in all that the game stood for. Within six weeks after the practice games began, this interest made it possible to form an athletic league of nearly one hundred members. The officers of the league are a president, business manager and secretary, and an advisory committee consisting of three faculty members. Its purpose is to develop an athletic spirit among the students, to provide recreation for them, and to train them to carry on independent athletic activities. This year the league's membership has increased fifty per cent.

By Thanksgiving enthusiasm for basketball ran so high that the other activities were temporarily swamped. It was decided that there should be two match games and four teams were able to show the remarkable progress they had made in teamwork, clean play and their ability to demonstrate the "eight great laws of sport." These games had been the biggest athletic event planned for the winter season and were followed by a decided decrease in interest. In order to arouse fresh enthusiasm and to give a definite aim to work for each year, the faculty, in January, 1914, presented to the Athletic League a loving-cup which was to be awarded annually to the champion basketball team. The first tournament for the cup was played off in the spring under the same conditions as the Thanksgiving game.

This tournament gave evidence of wonderful growth both in skillful playing and in every phase of athletic spirit. Sportsmanlike play was a feature not only of the final games of the tournament, but in the preliminaries as well. It was especially noticeable in the youngest, and, therefore, the weakest physically, of all the teams. Week after week this team played with such pluck, such magnificent team work, such determination, such good humored acceptance of the defeat that was inevitable, that defeat in the game was always turned to victory in spirit.

With such a basis for this year's basketball it was possible to begin working out successfully the second problem that presented itself, that of making the teams independent of the faculty referee by training students to referee, umpire and coach. During the fall and winter terms of 1914-15, arrangements for practice schedules and for umpires for the games have been made largely by a student committee of three who have worked under the direction of the faculty referee, following the plan already outlined. The opportunity to assist in umpiring games at the Greenville graded school has been to many of the most able players a means of gaining valuable experience in coaching high school teams. The 1914 Thanksgiving game and the tournament in January, 1915, indicate that the students under this policy have developed no less skill, more initiative, and a better understanding of the meaning of sportsmanlike play than when they saw the game from the viewpoint of the player only.

Although most of the time last year was devoted to basketball, tennis and cross-country walking have been popular from the beginning. In the spring of 1914 a tennis tournament was played off after a plan similar to that used for basketball, each member of the winning team receiving a tennis racket offered by the Athletic League to the two champion players. Finding that this was not the best plan for such a tournament the league decided to hold its basketball tournament this year in January in order that the spring term might be devoted to the other activities.

In the selection of the tennis teams all the practice since the Christmas holidays will be a deciding factor. The tryout for places in the tennis tournament began in January with a series of intra-class games. In each class all the best players of equal or nearly equal ability were encouraged to enter the contest. The players of each class, in conference with the faculty member who supervises the work of the tennis club, formulated its own plan for working down to four the total number of girls who entered the tryout. This team of four will be selected by March 15, the selection being based on the number of times the girls have been to practice, their skill as individual players and the quality of their teamwork. Of these four the two best will be regular team members, the other two will be alternates, or substitutes. Following the preliminary tryout a series of interclass games will be

played between March 15 and April 15, to decide who shall be the contestants in the tournament. The tournament will be held early in May, thus giving to the two contesting teams a period of at least two weeks for final practice and drill in team work. The best results of this plan for organizing tennis are that a much larger number of students is becoming interested in this sport and all have equal chances to represent their respective classes in the tournament.

Recently the league pledged itself to offer a trophy cup for all athletic sports except basketball. This trophy, like that presented by the faculty, will go from year to year to the class which wins the greatest number of points in the sports for which the cup is offered. An attempt is being made to work out for each of these activities a system of points which will be proportional to the number of individuals taking part in each and to the amount of time put into each by the various classes. This plan is designed partly to put cross-country walking on a systematic basis and to give official recognition of its value as out-of-door exercise. In addition to tennis and walking, captain ball will be included in the point system this spring and other sports will be added from time to time in the future when there are favorable opportunities to introduce them.

One notable feature of the establishment of athletics has been its small cost. The school has borne the expense of making and maintaining the eight courts now in use and the tennis players furnish their own rackets, but the Athletic League provides all other equipment. By securing an agency from a wholesale dealer the chairman of the advisory committee has been able to reduce to a minimum the cost of all supplies. The league is given the benefit of the agent's discount and by this means its expenses have been reduced so much that it can be financed with a membership fee of only twenty-five cents per year. Students who order through this agency secure all articles at actual cost.

Summarizing, the purpose of this organization is so to develop an athletic spirit by means of games that are easily adaptable to the climate and resources at hand that these games become at once a pleasure, an inspiration, and a self-supporting activity of the school. But the motive which underlies this purpose is also the final goal toward which all efforts are directed. The students, by learning to carry on the work of an athletic league in this school will develop the initiative and the power to perform the same service for all the schools and communities, rural and otherwise, to which they will go as teachers. By this means every child in these communities may be given the opportunity, under proper and adequate supervision, to give expression to his play instincts in some form of clean, wholesome, vigorous sport which will not only meet his physical need but will inculcate in him principles of honor and justice, courage, courtesy and self-discipline.

Play on the School Grounds

Irene White, '15.

REALIZING that the matter of play on the school ground is often a difficult problem for the rural or village teacher, the teacher of pedagogy appointed a committee of three from the Senior class to prepare a report for the class on this subject. The committee studied all the available material on the subject and has the following suggestions to offer:

For convenience the school has been divided into three sections: Primary, Intermediate and Grammar. In the Primary section, the play should be free from strict rules and regulations. The teacher should supervise this play mainly by placing desirable material, such as sand piles, spades, blocks, swings, balls, slides, in the hands of the children. The supervision is done in a suggestive way so that the originality and freedom of the children is not checked.

Notwithstanding the fact that Primary children's games should, to a great extent, be free, before they pass this stage they acquire the habit of working together, and enjoy the simple ring, song and dance games. An older person should act as leader and should teach them the games and join in them so that they will feel that the leader is helping them to enjoy the game instead of merely directing it. Older children, who would be glad to take them in charge by turns, may sometimes be the leader. This enables the teacher to give her attention to some other group. The following is a suggestive list of games for primary children:

1. Sand-pile and spades.
2. Dramatic Games.
   (1) School.
   (2) Indian.
   (3) Cowboys.
   (4) Horses.
3. Ball Games.
   (1) School-ball.
   (2) Bouncing.
   (3) Bean-bag.
4. Running Games.
   (1) Tag Games.
   (2) Fox and Farmer.
   (3) Races.
5. Dancing and Singing Games.
   (1) May-pole Dance.
   (2) Looby Loo.
   (3) Farmer in the Dell.
   (4) Oats, Peas, Beans.
   (5) Folk Dances.

The Intermediate section continues the games of the Primary stage, perhaps discarding the simplest ones and adding a few more difficult ones. In the main, children of this stage conform to some systematized rules in their play. The teacher should exercise special supervision at this stage and guide the children in their selections, so that the games chosen will be those that can be continued in the higher grades. Games that tend to develop accuracy and skill in muscular activity should be chosen for this period. Such games are found in the following list:

1. Ball Games.
   (1) Simplified Baseball and Foot-ball.
2. Running Games.
   (1) Potato Race.
   (2) Relay Race.
   (3) Jumping Race.
3. Song and Dance Games.
   (1) "I Put My Right Hand In."
   (2) "Did You Ever See a Lassie?"
   (3) "First of May."
   (4) "Washing Clothes."
4. Track and Field Events.
   (1) Sixty Yard Dash.
   (2) Relay Race, 220 Yards.
   (3) Running Broad Jump.
   (4) Standing Broad Jump.

The Grammar grades should have a regular organized league with officers who, with the aid of the teachers, supervise the work of their respective groups. The rules and spirit of true sportsmanship should be more strictly emphasized in this section than in the lower grades.

In all the games the boys and girls enjoy equal privileges. Accuracy and skill should be considered in the selection of all games for both; however, those that tend to develop grace should be selected for the girls, and those that develop muscular strength, for the boys.

Too little has been done for the Grammar school girl in reference to her play. In the past she has been taught to sit demurely by and see children play, but she could not take part in it for fear of being called a "tom-boy." There is no reason why she should not have her games and organized play as well as the boy. Tennis and basketball are excellent for her. Tennis is generally preferable because it can be played with smaller numbers. The following are some games suitable for the Grammar grades:

1. Basketball.
2. Football.
3. Baseball.
4. Tennis.
5. Running Games.
6. Singing and Dance Games.

7. Track and Field Events.
   (1) Jumps.
   (2) Shot Put.
   (3) Dashes.
   (4) Pole Vaulting.

When a teacher has provided for her pupil's play all the year, it is easy for her to arrange for them to take part in the games at the County Commencement. If her school is to be represented in a big athletic meet, preliminary contests should be held and the winner sent to represent the school.

The world is just beginning to realize that "all work and no play makes Jack a dull boy."

Games—What They Are and What They Do

"There is nothing in life which gives so much pleasure as the accomplishing of some worthy thing which engages all our powers," said Miss Gertrude E. Moulton, Director of Physical Training at the University of Illinois, to the School for Housekeepers in session at the University. "A game is merely an artificial device for setting up obstacles for the mere pleasure of overcoming them. This idea of the meaning of a game is shown in our popular expressions. When a man has more money than he can use, but goes on with his business simply because he enjoys overcoming the obstacles in his way, we say he "stays in the game." When a person grows discouraged and refuses to tackle life's problems, we are likely to say: "Play up—*play the game!*" To be *game* means to keep working against great obstacles.

"A game is only interesting as it contains a problem or obstacle small enough so that it can be overcome and great enough so that it engages all our powers.

"Games have so many desirable results, any one of which would justify their use, that it is hard to call any one of them the *object.* Health is one of these results. Vigorous games are one of the best means of promoting health. We must have exercise. It must be pleasurable exercise. Just going through a few cut and dried body movements in our rooms, and alone, is not likely to improve our general health, although it may help to correct a poor carriage of the head, or a weak muscle in the foot, or some other particular weakness or deformity, but if we are going to have enthusiastic health, what Emerson calls "plus-health," we cannot think too much about it, we cannot get it from exercise the only—or the main object of which is health. Health demands that we have some active work to which we can turn and forget it, forget self, something in which we can lose ourselves."—*University of Illinois Press Bulletin.*

Studying News

Carrie Teel, '16.

IN connection with the regular textbook work in history, the students of the Training School make a special study of newspapers, magazines and periodicals. The purpose of this study is to acquaint the students with some of the world's present history as it is seen in the making. The events of the history of the past are studied in relation to the events of today. In studying the various periods of history the students are made to see the cause and effect that helps them to interpret the history of the present age. In this kind of newspaper study, the students also learn to judge real news that has far reaching effect, and distinguish it from the mass of sensational happenings.

The students read newspapers for current news, both home and foreign. A list of papers, magazines and periodicals is posted, in which the topics assigned are to be found, or, the bulletin board is referred to, where a number of newspaper clippings are kept on file.

Sometimes the teacher makes an assignment requiring the students to search the papers, collect the news sifting out the good from that that has no value, and report items of special interest, thereby testing their ability to judge news. Frequently very important questions, or those requiring discussions, are assigned to groups of students for study. When certain questions that are growing from day to day, as the progress of a bill in Congress, or the General Assembly of North Carolina, individual students follow these closely and occasionally report to the classes, or in the assembly for the benefit of the entire school. In this way the students watch the papers and report as interesting developments arise.

If the topics that have been assigned for study are of very much importance, or those that are exciting unusual interest throughout the country, most of the recitation period is devoted to discussing the topics. At other times when the questions are of a minor importance, only a few minutes of the period is taken up with them. However short or long the discussions may be the class gets the substance of the news.

If the newspaper items are in any way related to the history lessons of the textbook, the teacher shows the relationship by having the students to compare and contrast the likenesses and differences of the two, and when a current happening parallels an event that the class has had in past lessons attention is called to that also.

Many of the questions discussed recently have been those that are before Congress or the General Assembly, or questions connected with the European War. Of those in Congress the most important were

the Ship Purchase Bill and President Wilson as a target for criticism. Those of the General Assembly were Child Labor, Primary Law, Dog Law and Woman's Suffrage, and those of the European War were on the relation of the United States as a neutral nation to the belligerents of Europe and the attitude of England and Germany to American commerce. One of the topics is given below as it was presented to the class.

Review of the Work of the General Assembly

HATTIE TURNER, '16.

On the day the General Assembly convened the history classes discussed the time fixed for convening and adjourning of the Assembly, the two branches, the members of each, when and how they were chosen. A diagram of the seats of the two houses was placed on the bulletin board. Later the Governor's message and recommendations were discussed. From this time on weekly reports were made by the students.

From the out-set the General Assembly found itself confronting many important problems as State-wide primary, a more adequate revenue system, child labor, woman suffrage, insurance, prohibition and the hiring out of State convicts. The last problem mentioned was one of the earliest to be brought before the Assembly. Great objection was raised to the State's taking in pay railroad stocks for its convict labor. A series of bills to prevent this were introduced but they were voted down through the efforts of the representatives from the western part of the State.

A bill placing a State-wide tax on dogs was introduced, but notwithstanding the fact that both schools and roads would be the beneficiaries, sentiment for the "yaller cur" was too strong at this time, and a substitute which exempted about one-third of the counties and made it optional with the others, has passed the House.

After a hard-fought battle, the bill providing for the appointment of women as notaries public was passed. Some feared that it was an "opening wedge" for woman suffrage. The Governor has made an appointment, which will be submitted to the Supreme Court to test its constitutionality.

The constitutional amendment question was again brought up by a bill providing for the calling of an election on four of the Constitutional Amendments which were defeated in the last general election. This bill may pass. After the Assembly had been in session twelve days there appeared in the *News and Observer* a strong editorial advocating a forty-day session, which would save the State over $23,000. As a result of this a bill was introduced in each house for a forty-day session. At first many seemed to be in favor of the measure, but when the bill was returned from the committee with certain recommendations,

opposition "waxed warm and warmer." The only result was that one day of the precious time was wasted.

The bill providing that the twenty judicial districts of the State be divided into two divisions, eastern and western, was passed for the convenience of the judges. Many opposed this as they feared that it would tend to strengthen the sectional feeling that existed between the east and the west.

The fish question has been the subject for talk and more talk, and has resulted in nothing very decisive in the matter of direct legislation, though the Senate has passed a bill creating a fish commission and carrying with it an appropriation of $10,000.

Following closely the early discussion of the fish question came the bill for woman suffrage, which was framed by the Equal Suffrage League of North Carolina. When the bill was under consideration by the committee, Dr. Anna Howard Shaw and several leaders of the cause in this State appeared in its behalf and explained the principles of true democracy. Despite their clear, logical appeal, a majority voted for an unfavorable report. The fate of this bill was foreseen. It was defeated in the Senate, and tabled in the House.

Since then the act giving women the right of petition in elections in which their property is subject to taxation was passed, but not without the usual opposition that it was an "entering wedge" for woman suffrage. The remark was made that there were two words, the bare mention of which would stir things in the House. One was "fish" and the other was "woman."

To the dismay of those interested in education, the Giles bill providing for a uniform examination and certification of the teachers and county superintendents of the State was tabled in the House, though it previously passed the Senate. This bill which tended to raise the standard of the teaching force, was recommended by Dr. Joyner, and had the endorsement of the various teachers' associations.

After the introduction of many bills and much discussion the status of child labor is practically unchanged.

In the meantime, so much time has been consumed with the passage of many hundred local bills, that other measures of much needed legislation, insurance, prohibition, primary, revenue and appropriation have been left to the closing days of the session This congestion clearly shows the need of a reform.

This brings the report up to date, March 1. The students are watching with interest the dispatch of business of State-wide importance in the little time that is left.

Mary's Little Cold

(Poem distributed in New York Public Schools.)

Mary had a little cold
  That started in her head,
And everyhere that Mary went
  That cold was sure to spread.

It followed her to school one day
  There wasn't any rule;
It made the children cough and sneeze
  To have that cold in school.

The teacher tried to drive it out;
  She tried hard, but—kerchoo!—
It didn't do a bit of good,
  For teacher caught it too.

Governor Jarvis's Talk on His 79th Birthday

MY mind has been very busy running over the events of my life as I sat here, listening to the young ladies as they told you of some of the things I have done. I have been analyzing this event and that event—in my boyhood days, in my manhood days and in my more mature years, trying to find the motive that prompted me each time. I have debated with myself whether I could truthfully say that, from the time I began to know what life meant and to understand the duties and obligations of life, one motive controlled my actions. Did I think along the lines of self-interest in doing this, or in refusing to do that, or was I seeking the good of others? I stand here, fully conscious of all the responsibility that goes with the statement and truthfully say that I have always tried, as best I knew how, to serve my fellow man. Whether I always judged wisely or not, I can not say. I have tried to weigh every public question and after I have made up my mind as to what was best, I have stood by my convictions, regardless of how it affected my political or personal future. When I was in public office men would say "If you do this you will dig your political grave." I shall cite two instances.

I have always believed an educated man or woman worth more than an uneducated one. I made the best use I could of the opportunity when I held the responsible position of governor, working the best I could for forwarding the people and furthering prosperity, believing firmly that the question of educating the people was the very foundation of prosperity. Without an educated people you can not have a great State. In my message to the Legislature I recommended an annual appropriation from the public funds of $20,000 for the University of North Carolina. Up to that time the State had been appropriating $7,500 to the University, and calling it an Agricultural College also to secure the annual interest on the appropriation by Congress to Agricultural Colleges. The president of three colleges came to me and protested, saying it would ruin the colleges of the State. They said "We will not sit still and see you destroy property that is entrusted to us. We will see that it is your political grave, if you do not withdraw the recommendation." I said "It will not hurt you. I'll live long enough to see that it will help you, rather than harm you."

I said that my political grave had been dug so many times I would take another chance. I urged that a tax for the public schools of twenty-five cents on every hundred dollars worth of property be levied. Another class of men came to me and said we will not quietly submit to such a tax on our property to educate other people's children, and if you do not withdraw this recommendation we will see that it ends your political life. The recommendation and the contest won it re-

sulted in a large increase in the tax for the common schools. That contest begun then has gone on and it has now become popular to vote taxes for public schools.

Just thirty years ago to the day, January 18, 1885,—and on Monday—I laid down the great office of governor. Just as I presented Governor Scales, and as he took the oath of office, I heard Mrs. Jarvis say, "There, I'm out!" You see, she, too, had been in office. This watch I hold in my hand made of North Carolina gold, was presented to me on that occasion. It has kept time for me ever since. When I was going too fast, and when I was going too slow, I looked at it. It has been my guide and time-keeper.

Now, I'll have another guide and time-keeper—I can measure time from this pleasant occasion. I shall fondly remember the kind words, the expressions of confidence, esteem and affection. I shall only regret that I can not render to you the service I would render if the Legislature would let me. Oh, the buildings that would be added here, the numbers of young ladies that would come here and the numbers of children that would be helped, if the Legislature would only hear my cry for the children! We are on the march. We are going as fast as we can go. I am glad the people of North Carolina are realizing that all hearthstones are brighter when the children are taught by people who know how to do it. When a man wants his dog trained, he gets a dog trainer, or when he wants his horse trained, a horse trainer, but when he wants his child trained, he does not get one who knows how to train children. He has been trusting his children to incompetent teachers. I rejoice in the fact that there are schools where teachers can be trained. I rejoice in the knowledge that it will not be many years before nobody who is not trained will be permitted to teach North Carolina children.

Young ladies, I can stand here and say I would not exchange the confidence, love, esteem and affection you give me, believing, as you do, that I have done something to make you happier and more useful, for all the gold of all the Rockefellers, nor would I exchange the confidence and esteem of the people of North Carolina for all the gold of all the nations of the earth.

Life is made up of sunshine and shadows. You would have been glad for sunshine today, but you have made the best of what you had. Sunshine will come by-and-by and fill the earth with its glory. Life is made up of trials and joys. The man or woman who has had no conflicts will never be worth much to society. Out of trials come strength. Many a time it seemed gloomy in my life, but I went along and did what I thought was right and best. I had conflicts, disappointments. Not all has been sunshine. The pathway was not always filled with flowers. Thus it will be with you. There was never a great victory without a

great battle. Take a firmer grip, don't give up—move forward, and life will grow brighter.

The greatest satisfaction that can come to you is knowing that you have helped some human being. My greatest comfort now is the knowledge that thousands, through the young women trained teachers, have been helped to elevated standards of citizenship. If you want happiness peace and joy at the end of life, give your life to the service of your fellow beings. Then somebody else will be glad to do something for you and say pleasant things to you.

Uniform Examinations

A BILL TO BE ENTITLED AN ACT TO PROVIDE FOR A UNIFORM PLAN OF EXAMINATION AND CERTIFICATION OF TEACHERS.

(This bill was defeated, but will doubtless come up again two years hence.)

STATE BOARD OF EXAMINERS TO EXAMINE ALL TEACHERS, SUPERVISORS, AND SUPERINTENDENTS.

SECTION 1. There shall be constituted a State Board of Examiners whose duty it shall be to examine, or cause to be examined, all applicants for the position of teacher, supervisor, or superintendent in all public, elementary and secondary schools of North Carolina, urban and rural; and no person shall be employed to serve in said schools as teacher, or supervisor, or superintendent, or assistant superintendent, except as hereinafter provided, whose academic and professional qualification and fitness for such position have not been passed upon and certified to by said Board and who has not been duly licensed for such position under the provisions of this act: *Provided, however,* that the State Board of Examiners may provide for the examination of applicants for second and third grade certificates, and the issuance of such certificates by the county superintendent of any county.

NUMBER OF MEMBERS, HOW APPOINTED, TERM AND COMPENSATION.

SEC. 2. Said State Board of Examiners shall be composed of seven members. The Superintendent of Public Instruction shall be *ex officio* chairman, and the State Inspector of Public High Schools and the State Supervisor of Teacher Training shall be members of said board, and the remaining four members shall be appointed by the State Board of Education, upon the recommendation of the State Superintendent of Public Instruction for a term of four years. Said State Board of Examiners are hereby authorized to elect and employ a secretary for his full time and to fix his annual salary not to exceed two thousand dollars, and a stenographer for such time as her services may be needed, and at such compensation as may be fixed by the State Board of Examiners, to be paid out of the general public fund in the State Treasury upon the requisition of the Chairman of the Board. And when elected and employed said secretary shall have his office and keep all records of the Board at the State Department of Public Instruction. The members of said Board actually serving shall be paid a per diem of five dollars per day during the time they are actually engaged, and in addition shall be repaid all money actually expended by them in payment of necessary expenses while so engaged, to be paid out of the general

public fund in the State Treasury, and they shall make out and swear to an itemized statement of such expenses: *Provided,* that the State Superintendent of Public Instruction shall not be allowed any per diem for services as Chairman of said Board of Examiners.

BOARD AUTHORIZED TO APPOINT AND EMPLOY READERS AND GRADERS.

SEC. 3. Said Board of Examiners shall have the authority to appoint competent persons to assist with the reading and grading of examination papers, and for such service such readers or graders shall be allowed a reasonable compensation to be determined by said Board and to be paid out of the public fund upon requisition of the Chairman of the Board.

CLASSES OF CERTIFICATES.

SEC. 4. There shall be the following classes of certificates: (1) Superintendents', (2) High School Teachers', (3) Elementary School Teachers', and (4) Special. The State Board of Examiners shall, under the provisions of this law, define in detail and name the different grades of certificates in the several classes, determine the time of their duration or validity, prescribe the standards of scholarship for same, and the rules and regulations governing the examination for them, their issuance, and their renewal or extension.

BOARD SHALL ADOPT PLANS FOR CLASSIFICATION, PROMOTION AND REWARD.

SEC. 5. Said State Board of Examiners, after investigating the systems in operation in other States, shall devise and adopt a uniform plan for the classification of certificates and for the promotion of teachers from one class to another, that shall recognize and place a premium upon academic and professional preparation for teaching with a view to encouraging such preparation; that shall reward by reasonable increase in salary or by an extension of the time during which a certificate is valid, or by a higher grade of certificate, recognized professional growth and successful experience; and that shall provide also for proper credits for academic work in certain subjects in high schools, normal schools, colleges and universities and for the issuance of life certificates to teach. For the purposes of this act said State Board of Examiners shall have the right to examine and classify institutions of learning that wish to have any part of their work accredited by said Board.

QUESTIONS SHALL BE PREPARED BY BOARD AND PRINTED.

SEC. 6. The State Board of Examiners shall prepare questions for the examination of teachers, supervisors and superintendents, and the State Superintendent of Public Instruction shall cause lists of the questions so prepared to be printed, and shall, ten days before the date of each examination, send to each superintendent or other persons appointed

to conduct examinations in the various counties of the State a sufficient number of such lists. The questions so sent shall be enclosed in a sealed package and said seal shall not be broken until the morning set for the examination: *Provided,* that any applicant for the superintendent's certificate may appear before the State Board of Examiners in Raleigh or at some other place designated by said Board of Examiners for examination.

EXAMINATION FEES.

SEC. 7. Each applicant for a certificate shall before entering upon the examination, deposit with the person appointed to conduct the examination a fee, to be determined and fixed by the State Board of Examiners, in no case to be less than one dollar and in no case to exceed five dollars, the amount of said fee to be governed by the class and grade of certificate for which said applicant applies. All fees thus collected shall be paid over to the State Treasurer.

APPLICANTS SHALL NOT RECEIVE ASSISTANCE.

SEC. 8. Teachers on examination shall not be permitted to sit near enough to one another to read each other's papers, and no teacher on examination shall receive assistance from any other person or by reference to any book, map or chart, or from any other source, and no person shall be licensed to teach who shall receive or endeavor to procure any such assistance.

PAPERS TO BE DELIVERED AND FORWARDED TO SECRETARY OF BOARD PROMPTLY.

SEC. 9. When an applicant shall have completed his examination he shall deliver his papers to the person appointed to conduct the examination, who shall enclose the papers of each applicant in a separate envelope, together with his certificate that the examination has been properly conducted according to law, and shall transmit the same to the secretary of the State Board of Examiners without delay.

CERTIFICATES TO BE ISSUED BY SUPERINTENDENTS.

SEC. 10. If upon examination it appears that an applicant is entitled to receive a certificate the secretary of the State Board of Examiners shall so certify to the applicant and to the superintendent who conducted the examination of said applicant, whereupon a certificate of the class, grade and character specified shall be issued by said superintendent, provided first said superintendent shall be satisfied that said applicant is of good moral character, and is otherwise, aside from scholarship fitted for the work of teaching. When so issued said certificate shall be of State-wide validity: *Provided,* that no such certificate shall entitle the holder thereof to teach in the public schools of any county

until approved and signed by the County Superintendent of Public Instruction thereof, nor to teach in the public schools in any town or city until approved and signed by the superintendent of schools of such town or city. And in case any county superintendent shall refuse to issue a certificate to any applicant in accordance with the recommendation of the State Board of Examiners or to approve any certificate so issued, he shall notify the secretary of the State Board of Examiners of his action and state in writing the reasons for such refusal, and said applicant shall have the right to appeal from the action of the county superintendent to the County Board of Education for review and investigation and final determination of the matter. And in case any town or city superintendent of schools shall refuse to approve any certificate issued under the provisions of this act the holder thereof shall have the right to appeal to the board of trustees or other school board of the town or city schools for review, investigation, and final determination of the matter: *Provided,* that duly licensed superintendents in cities and towns of five thousand or more inhabitants may conduct the examination of applicants for positions in the schools under their supervision, subject to such rules and regulations as the State Board of Examiners may prescribe, and may issue to successful applicants the required certificates under the provisions of this act: *Provided further,* that all superintendents' certificates shall be issued by the State Board of Examiners: *Provided further,* that the State Board of Examiners for good and sufficient cause after reasonable notice to the holder who shall be given opportunity to be heard and offer evidence, may revoke any certificate under this act.

CERTIFICATE NOW IN FORCE NOT INVALIDATED.

SEC. 11. Nothing in this act shall be construed to invalidate State High School Teachers' Certificates or Five-year State Elementary School Certificates, or First Grade County Certificates now in force: *Provided, however,* that at the expiration of such certificates the present holders thereof shall be subject to such rules and regulations as the State Board of Examiners may adopt in regard to the issuance of certificates of the same class.

MINIMUM SCHOLARSHIP REQUIREMENT AFTER FIXED FUTURE DATE.

SEC. 12. From and after July 1, 1917, the minimum scholarship requirement as a basis of a first grade certificate issued after that date shall be the completion of two years of a standard high school course, or its undoubted equivalent, and six weeks of professional training; and from and after July 1, 1919, the minimum scholarship requirement as a basis for the first grade certificate issued after that date shall be the completion of a standard four year high school course, or its undoubted equivalent, and six weeks of professional training; and from and after

July 1, 1915, the minimum scholarship requirement as a basis for any superintendent's certificate issued after that date shall be graduation from a standard four-year high school or its undoubted equivalent, and twelve weeks of professional training, and one year of successful experience in teaching: *Provided,* that the State Board of Examiners may provide for and issue to all superintendents now in service temporary certificates without examination and prescribe rules and regulations for the renewal and extension of same; and in cases of undoubted fitness and competence and progressive efficiency issue to superintendents now in service the regular permanent certificates without examination under such rules and regulations as they may adopt for such certificates.

TEMPORARY CERTIFICATES OR PERMITS.

SEC. 13. The State Board of Examiners may, upon recommendation of the superintendent concerned, authorize said superintendent to grant a temporary certificate or permit valid in the county or city designated to any teacher, who at the time of the last preceding examination was not in the State, or who at such time, was prevented by sickness from taking the examination: *Provided,* that such person last named shall be required to furnish the certificate of a physician. All temporary certificates or permits thus granted shall be valid only from the date of issue to the date on which the State Board of Examiners shall make their report upon the applicants at the next succeeding regular examination, and no temporary certificate or permit shall be renewed.

TIME SET FOR EXAMINATION.

SEC. 14. The second Thursday in June, August and October of each year is hereby designated for examination of teachers, supervisors and superintendents. The examination may be continued from day to day for three successive days under the rules and regulations of the State Board of Examiners if such continuance of the work of the examination be necessary, but no examination shall be begun on any other day than the first day mentioned in this section, and no examination shall be held at any other time.

MISDEMEANOR FOR STEALING, BUYING, OR GIVING AWAY QUESTIONS.

SEC. 15. Any person who purloins, steals, buys, receives, sells, gives, or offers to buy, give, or sell any examination questions or copies thereof of any examination provided and prepared by law before the date of examination for which they shall have been prepared shall be guilty of a misdemeanor, and upon conviction thereof shall be fined not less than one hundred dollars, and may be sentenced to hard labor for the county or imprisoned for not less than six months.

CONFLICTING LAWS REPEALED.

SEC. 16. The State Board of Examiners created under Chapter eight hundred and thirty-five of the Public Laws of 1907 is hereby abolished, and all laws and clauses of laws in conflict with this act are hereby repealed.

SEC. 17. This act shall be in force from and after its ratification.

COMMITTEE AMENDMENTS.

Amend S. B. 176 by striking out all the remainder of section 15 after the word "misdemeanor" in line seven of said section inserting in lieu thereof the following "and upon conviction thereof shall be fined or imprisoned or both in the discretion of the court."

Amend section eleven by adding at the end thereof the following:

"*Provided further,* that the State Board of Examiners may issue permits and certificates to teachers, now engaged in teaching in the city, town and other chartered schools, not heretofore legally required to hold certificates, under such rules and regulations as the Board may adopt."

A Message From President Wilson

"We overlook the fact that the real sources of leadership in the community come from the bottom. We must see to it that the bottom is left open, we must see to it that the soil of the common feeling of the common consciousness is always fertile and unclogged, for there can be no fruit unless the roots touch the rich sources of life.

"And it seems to me that the school houses dotted here, there and everywhere over the great expanse of this nation will some day prove to be the roots of that great tree of liberty which shall spread for the sustenance and protection of all mankind.

"I do not wonder that men are exhibiting an increased confidence in the judgments of the people, because whenever you give the people a chance such as this movement has given them in the schoolhouse they avail themselves of it. This is not a false people, this is not a people guided by blind impulses; this is a people who want to think, who want to think right, whose feelings are based upon justice, whose instincts are for fairness and for the light."

On the Birth of a Child

By Louis Untermeyer.

Lo—to the battle-ground of Life,
  Child, you have come, like a conquering shout,
Out of a struggle—into strife;
  Out of a darkness—into doubt.

Girt with the fragile armor of Youth,
  Child, you must ride into endless wars,
With the sword of protest, the buckler of truth,
  And a banner of love to sweep the stars.

About you the world's despair will surge;
  Into defeat you must plunge and grope—
Be to the faltering an urge,
  Be to the hopeless years, a hope!

Be to the darkened world, a flame;
  Be to its unconcern a blow—
For out of its pain and tumult you came,
  And into its tumult and pain you go.

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An Opportunity and Reward

Once again the public school teachers are called on to perform a great service for the State, "without money and without price," for it is the teachers who will have to take the lead in the moonlight schools and teach the adult illiterates how to read and write. The platitude, "the reward is in the good you are doing," offered to teachers as a consolation for their meager salaries, is little comfort when they see no visible signs of the good. But in opening the eyes of the grown-up children to the printed word and in giving them the power to express thought with their hands the reward is almost immediate and obvious. The giving of time and strength is not a sacrifice to the teacher, but a privilege, a joy.

Do You Use Your Library?

Do you know how to secure a library for your school? Do you know what libraries there are in North Carolina available for your use? Dr. L. R. Wilson, Librarian of the University of North Carolina, tells you in the first article in this issue. After you secure these books do you know how to use them to the best advantage? Do you know what is on the inside of these books so that you can direct the children you teach in their reading? Can you send into the homes of your community just the books needed in those homes?

Dr. Bruce R. Payne, President of the George Peabody College for Teachers, said to the teachers assembled at Charlotte last fall: "I am not asking can you read. What I want to know is, do you read." Do YOU read?

Health Articles

The two articles in this issue on Health show clearly the reasons why the work of supervision should be exnded in North Carolina until every county in the State has a whole time health officer. The people are getting aroused over the appalling death rate due to preventable infectious diseases, but it is far more difficult to make them realize that many of the serious troubles of the adult can be averted by the correction of physical defects in the child. Many of these defects are hardly perceptible to any one but a physician. The parents need advice and direction. The Health Department is doing excellent work in educating the people through the monthly bulletin, but some capable man who can reach all the people of a county directly or indirectly should give his entire time to the health problems. The results are inestimable, not only in preventing suffering, but in increasing the earning power of the people.

Recreation and Exercise

While towns and cities are spending large sums of money for play-grounds, the people in the country are congratulating themselves that they do not have to spend money in order to furnish an opportunity for exercise. They ask if the boy does not get as much exercise wielding the hoe as he does flourishing a baseball bat or a tennis racket; if the girl does not get physical development while sweeping, dusting, making beds, and kneading dough. Many of these girls and boys have answered this question by leaving the home where all work and no play is the policy and by going to where they believe they will get some play mingled in with the work. The glamor of the city, to the country boy, is that it seems to be a great play place, a place of freedom from restraint. One of the troubles of the day is that so many of us do not know how to play. The older generation should encourage the young people to cultivate the play instinct. They can do it at little cost. The space is at hand, the equipment in the country costs little, and the direction needed is not great.

Play Time

Many teachers think that because they have no gymnasium, it is impossible to give the children of the upper grades physical training. The children are often inactive and stand around at recess simply because they have no leader or no organized directed play. They would gladly engage in play or some form of athletics if they had a leader. Other children get into mischief, whereas, if they were properly directed, they would use that same energy in games. The leaders of the mischief may often be changed to the leaders of the play, if the teacher will use her influence.

Many people think that the equipment is the most important thing in making a play-ground; but it is not the only important element for

without the play spirit, the equipment is nothing. The chief value of the apparatus lies in the fact that it gets the children to come to and stay on the play-ground. The playground must be attractive and the apparatus well chosen to get the best results.

Basket-ball and tennis courts can be made in the country as well as in town. Community contests in both basket-ball and tennis will prove very interesting and helpful to both boys and girls. Several swings may be made on the play-ground. Acting poles, race tracks, see-saws, and sliding boards may be made with little trouble and expense. The children will gladly make their own play-ground if the teacher will help to plan and to direct them in the work. It is usually thought that boys need physical training more than girls, but girls need it also and both can get it with little expense and trouble.

Even walking can be made interesting by giving some motive, such as finding things of interest on the way, seeing who can walk a certain distance in the shortest time, or who can carry himself best. The walk to and from school may be used in this way.

The thing of most importance in making a play-ground is the organization. The play-ground is the place where the children are taught morals, hygiene, and citizenship and it should be as carefully supervised as any other department of the school. It is here that the teacher learns the real nature of the children. The teacher can organize the play and put it, to a certain extent, into the hands of the leaders among the children.

County Bulletins

Some of the county superintendents are publishing a news sheet or bulletin through which they can reach directly the teachers in the county. These publications grow out of a distinct need and furnish the most rational economical means of bringing together the teachers and the superintendent. The superintendent, naturally, has many ideas he would like to present to his teachers. He frequently depends solely on the monthly teachers' meetings and the attendance there depends on the weather. Never does he get all together, and some of them present in body are absent in ear. The bulletin presents the ideas of the superintendent to the eye of the teacher when there is little to distract his attention. It is strange that more superintendents have not used this medium. Pitt and Edgecombe each have a four-page bulletin. Sampson County has a magazine. Many other superintendents will doubtless follow these when they once see the advantages to be gained.

Team Work

The dominant note of this decade seems to be "team work," the idea of pulling together. You need go no further than this issue of THE QUARTERLY to be aware of it: team work in sports, team work in pageants, team work against illiteracy, team work in improving the health of the people, team work

in arithmetic. The day of the individual as an individual seems to be passing, but never has an individual as one of a group counted for more than he counts now. The newspapers and magazines are full of articles on efficiency—all emphasize the necessity of the various ones in any business working as one. An editor on the staff of one of the dailies of national reputation, when recently asked the secret of the success of that paper, said it was due to the fact that there was one head with five hundred people working together as one with that head. The idea of unity, harmony, is perhaps as old as expressed thought but this age has expressed it in a new way and instead of putting the stress on the union, the effect, it is putting it on the parts of the union, the cause. The love of metaphor, the pictured word, has led people to adopt the term "team work." The term will in time become hackneyed and be cast aside, another will take its place but the idea will continue to live and grow. The person who is efficient in work or play must be able to do good team work.

Defeat of the Teachers' Bill

"The Teachers' Bill," the bill introduced into the General Assembly for the purpose of standardizing the teaching profession in North Carolina by establishing a system of examination and certification of teachers by a State Board of Examiners, is published in full in this issue. It was tabled in the House, having received scant attention. It is perhaps rather late for an exposition of the bill or for a presentation of arguments in its defense. It is published merely as it stands. Some may be of the opinion that it now has only historic interest. Even so, it will not be to the discredit of the State for people elsewhere and in future times to know that the educators of North Carolina in this second decade of the twentieth century knew what was needed. Perhaps the question is, however, not settled:—the reading of the bill might set some people to thinking so that two years hence the representatives of the people will give it due consideration.

The leading educators feel keenly disappointed and, perhaps, humiliated, that the judgment of so large a body of progressive people was treated with so little consideration. These people on the inside know full well that much of the hard work that is being done for education is rendered ineffectual by the lack of efficiency on the part of those teachers in the ranks who should not be allowed to teach. Local tax, consolidation, compulsory attendance—these are great forces, but the greatest of all is the efficient teacher. It is useless for the teachers to indulge in heroics, hurl anathemas at the legislators, or to become melodramatic or sarcastic. The only thing to be done is to keep right on working and surely in the fulness of time something can be done.

The Cincinnati Meeting

Mr. S. B. Underwood, Superintendent of Pitt County, and teacher of public school administration in the raining School attended the meeting of the Superintendents Division of the N. E. A. which recently met in Cincinnati.

Mr. Underwood said that the thing that impressed him most was that the rural school seemed to be coming into its own. More time was given to the discussion of rural school problems than at any previous meeting. Such topics as the financing of schools; the training of teachers for the country; the training of teachers in service; the demands of rural school districts; the appointment, salary, and tenure of teachers; all these were thoughtfully and earnestly discussed. There was an attendance of more than three thousand from all parts of the country. And it was a working body. Each meeting was well attended.

Dr. G. M. Cooper, county health officer of Sampson County, is using a striking device for presenting to the eye the difference between a whole time county health officer and a part time officer.

The following material printed in bold capitals, illustrated by the dial of a clock, is printed on the back of his envelopes:

30 MINUTES A DAY FOR COUNTY'S HEALTH.

COUNTY PHYSICIANS DEVOTE THIRTY MINUTES A DAY TO GUARD THE HEALTH OF FROM 20,000 TO 30,000 NORTH CAROLINIANS.

WHAT HE DOES IN 30 MINUTES.

1. VISIT COUNTY DEPENDENTS.
2. EXAMINE INSANE.
3. MAKE AUTOPSIES.

WHAT A TEN-HOUR A DAY WHOLE-TIME COUNTY HEALTH OFFICER WOULD DO.

1. DO ALL THE ABOVE AND HAVE TIME TO DO IT BETTER.
2. MAKE PHYSICAL AND MENTAL EXAMINATIONS OF SCHOOL CHILDREN.
3. ESTABLISH FREE DISPENSARIES.
4. PREVENT THE SPREAD OF DISEASE.

WILL YOUR COUNTY PAY FOR A WHOLE-TIME COUNTY HEALTH OFFICER?

Suggestions

Suggestions for Number Work

The children in the third grade were beginning to lose interest in plain abstract work in addition and multiplication because the work was not directly related to the things of life. In order to give the children a felt need for the subject matter we decided to give them some practical ideas to work around as a center and so the following suggestions were given. As a result the concrete work developed the relation between subject matter and children and they became interested again.

1. *A Party.*—To carry out the above plan we tried out the party suggestion. The children decided to have the whole class as the guests and then they named the necessary refreshments, such as ice cream, cake, fruit and nuts. Working out the amount and cost of each thing formed the problem of the day in multiplication. Each child kept an account so that at the end of the class he could add it and find out exactly how much the party would cost.

2. *Store.*—The day following the party, the children were asked if they would like to play store and buy the things for the party. Previously during a busy work period, the children had made paper oranges, apples, bananas, and stick candy which were used in the store. On the desk which was used for the store were placed the things to be sold. A storekeeper and a bookkeeper, to keep the account on the black-board, were selected. The children at the seats were given toy money and each child was allowed to purchase something for the party. The children made their own examples, for instance, one said, "Have you any apples? What is the price? I want two dozen." If the store-keeper or bookkeeper made an error, another child took his place. Each child was asked to speak distinctly so that all could hear.

These plans proved especially helpful in multiplication.

Bernice Fagan.
Ernestine Forbes.

Railroad Tickets

While working with the multiplication tables in the third grade, I thought of a railroad scheme, in which the third multiplication table was involved. As two railroads, Norfolk Southern and Atlantic Coast Line, cross in this town, I thought it would be nice to let the children buy tickets to the towns they wished to visit on these two railroads. I drew the two railroads on the black-board and used a railroad guide to get the actual distances from Greenville to each of the towns, the rate per mile being three cents. The children worked out the cost to the towns they wanted to visit and then purchased their tickets from the

depot agent, each child paying for his ticket with paper money. After each child had worked out the cost to one town and bought his ticket, then the conductor passed down the aisle collected the tickets and called the stations.

During one of the previous study periods the children had made the paper money and the tickets. EUNICE ALBRITTON.

Finding Cost of School Room Furniture

One day the children worked out the cost of all the furniture in the school-room. To get the attention of the class centered on this one problem, they were asked to name every piece of furniture in the room that they thought should be included in the bill. And everywhere it was possible, the children were led to do the measuring and calculating: for example, finding the number of yards in the curtain over the cloak room, finding the number of hooks in the cloak room, finding the number of desks in the room. As each article of furniture was mentioned, by the children, the teacher put the price of each article on the board, as follows: Desks at $2 apiece, shades at $0.75 apiece, curtain goods at $0.15 a yard, etc. Then the children calculated the cost of all the articles and found the total cost of all the furniture.

CLARA L. DAVIS.

Games for Drill

These are just a few suggestions for drill in number work by means of games which I have seen worked out very successfully.

1. *Hide and Seek.*—The teacher places on the black-board, with one number hidden, statements like: 3+ =9, +4=8. The children are to supply the missing numbers.

2. *Guessing.*—The teacher says, "I am thinking of two numbers the sum of which is 9, what are they?" The class guesses until the right numbers are given. After this has been played once, the children are able to act as the leader.

3. *Circle.*—The device of the circle may be used to teach addition, subtraction, multiplication, and division. Draw a circle on the board, in the center place some number, and around the circumference of the circle place desired numbers. The children give the sums of the interior number and the exterior one to which the teacher points. The class may be separated into "sides," and the captain of each side may do the pointing; the score is kept of the children sitting when they fail to reply quckly. The numbers may frequently be changed. In the same way circles can be arranged for subtraction, multiplication and division, the numbers being changed as necessary. There are many other simple arrangements of this general nature that teachers invent for themselves, the numbers being arranged about a square, rectangle, or in some other simple fashion.

4. *Racing.*—Place on the board two group combinations and let a child from each competing side go up and race for correct answers for the whole.

5. *Climbing the Ladder.*—The teacher draws a ladder on the blackboard, placing a number combination on each step. The pupil begins at the bottom and climbs as far as he is able. When he makes a mistake or does not answer with reasonable promptness, he falls off and another takes his place. RUTH PROCTOR.

Suggestions for Seat Work in the Primary Grades

One of the biggest problems in the rural school is to give all the children who are not on class employment, of real value, sufficient to keep them busy while they are not reciting. Seat work may be connected with reading, drawing, language, number work, spelling and history. The following are some suggestions that have been found to be useful:

I. *Correlation with Reading.*

a. Put questions on the board, which the children will be able to answer by a careful reading and organization of the reading lesson. This should come after the lesson has been read orally, at least once, on class.

b. Let the children illustrate by drawing any mental picture that they have gained from the story.

c. In review of a reader let the children select their favorite story and illustrate with a picture, so vividly, that the other children can guess the story illustrated.

d. Let them take a list of the proper names in the lesson or a list of words that rhyme.

e. Let them copy selections from the lesson as neatly as possible.

II. *Correlation with Drawing.*

a. Third and fourth grade children may help the teacher in the preparation of materials if a lesson is to begin in the lower grades which requires much work on the part of the teacher, as: ruling, folding and tearing paper and making patterns.

b. If the drawing lesson should be too long to be completed in the drawing period it may be completed during the seat work period.

c. On St. Valentine's Day, George Washington's birthday, etc., the children may be given seat work in paper cutting, drawing, or construction in connection with these to bring out self-expression and originality.

III. *Correlation with Language.*

a. Many suggestions given in reading may also be used in connection with language, as, illustration of the story or the poem by drawings.

b. In connection with the story cut work, construction work and poster making may be used.

c. Clay moulding is also good in connection with the story or poem. White clay is suggested.

IV. *Correlation with Number Work.* (Second Grade.)

a. Problems in addition and subtraction concerning things familiar to the children may be given.

b. Addition and subtraction of abstract examples also furnish valuable practice.

c. A list of numbers on a piece of paper may be given to the children and they can arrange as many combinations as possible, using only numbers on the list.

V. *Correlation with Spelling.*

a. Simple sentences out of the spelling words may be made.

b. The children can make little spelling pads and decorate the covers.

c. The letters of the alphabet may be used to build the words in the lesson.

VI. *Correlation with History.*

a. Home life, Eskimo life and Indian life may be illustrated by cut work, construction work and drawing.

Encourage the children to read silently from supplementary readers placed on the teacher's desk, at the disposal of the children, during the seat work period.

MILDRED BROOKS.
EMMA ROBERTSON.

The Dramatization of the Story of Marquette

The dramatization of "The Story of Marquette" by the fourth grade at the Model School is a demonstration of how a subject can be made more vivid and attractive to the little folks.

The story was developed by the student teachers as a history lesson. After the second telling of the story it was correlated with oral language. After the children had visualized the story, different ones told it to the class. By this means it became more real.

When asked what could be done with the story the children gave different suggestions, and, finally, some one said, "We could play it." Every one was eager to carry out that suggestion, and began planning for the play. Some child proposed that we give it on the school grounds. This was just the thing the teacher was eager for them to do, but she wanted the pupils themselves to see it and to suggest their play ground as a setting for the story. The school grounds were studied by the children, the places selected, and every foot of the way mapped out by them under the supervision of the teachers. Small

ditches and one large ditch just back of the school building were selected as the rivers upon which Marquette and his men traveled,—the Fox, Wisconsin, and Mississippi rivers.

It was decided that every child in the room should have a part in the play, but the actors as Marquette, Joliet, the two Frenchmen, the Indian chiefs, and warriors were selected by the class.

Then the Indian villages were planned and constructed on the banks of the rivers; the village of the Wild Rice Indians on the Wisconsin River, the village of the Illinois Indians, a short distance from the Mississippi River, and the village of a warlike savage tribe farther down the Mississippi.

The construction work was correlated with drawing and manual labor. The tents were built by the boys' using poles from the near-by woods as the frame work, and tow-bagging for the covering. The two small canoes were made of stiff wrapping paper cut in the Indian canoe style. They also made a peace pipe. The girls drew and cut out stars, crescents, and swastikas, the decorations for the tents and canoes.

The costumes were easily prepared. A few children owned Indian suits and others dressed in Indian blankets, shawls and capes, such as they could find in their own homes. They made their headdresses of feathers, using as many bright ones as they could find. Marquette's costume was a black robe, a soft, black felt hat with a wide brim, and he carried a cross. The only marked feature in the costume of Joliet was a soft felt hat with a plume on one side.

By the time the construction work was finished every child was thoroughly saturated with the story. The children themselves selected their best story-teller to give the story as an introduction to the play.

When all were ready for the play, Marquette, Joliet, and the two Frenchmen were far away in the woods. The Indians were quietly resting in their wigwams near the river. The invited guests had arrived and were assembled near the Mississippi, when from the big tent of the Illinois Indians the chief, dressed in an Indian suit, and painted, came slowly down to the bank and told to the audience the story of Marquette, then returned to his tent. Marquette and his men then came quietly down the ditch carrying their two canoes. On the way down the Wisconsin they visited the Wild Rice Indians. After entering the Mississippi they found footprints on the bank of the river and Marquette and Joliet left the boats in charge of their men and followed the tracks until they came to the village of the Illinois Indians. After a short visit with these friendly Indians they returned to their boats. Before he left, the Indians gave Marquette a peace-pipe, accompanied him to the boats, watched him until the boats were out of sight down the river, and then returned to their wigwams.

A short distance down the stream, when Marquette and his men were about to be attacked by some savage young warriors, Marquette showed

them the peace-pipe. An old brave, seeing it, rushed upon the young warriors and prevented them from doing any harm. Marquette and his men went ashore and visited these savage Indians, then resumed their journey, but they went only a short distance farther, then turned and started home. Before going far, however, Marquette was taken sick and carried ashore by his men. This was the closing scene of the play.

The dialogue was very simple and came spontaneously from the children. Only certain parts needed dialogue. The chiefs at each village insisted that Marquette and his men should not continue their journey. They told them of the monsters down the river, the hot boiling water, and the savage tribes. But Marquette was eager to visit the other Indians and teach them of God, and Joliet also was anxious to continue the journey and learn more of the wonderful river. In these scenes dialogue was used.

Three scenes particularly were developed by dramatic action: The Illinois Indians gave Marquette and Joliet a feast and smoked together the peace-pipe; the savage Indians gave the war dance; Marquette taught the Indians of God by pointing heavenward, showing them the cross, and kneeling upon the ground.

The teachers studied with much interest the result of the play. They found that the children caught the spirit of Marquette's mission, and thoroughly sympathized with his hardships and dangers, as well as gained a true conception of the better side of Indian life.

The organization and adaptation of the story done in their oral language periods has helped them greatly in planning for other plays and also in their story-telling. Their interest was intense during the entire time and the week of the play the daily attendance was perfect in spite of bad weather, bad colds, and minor ills, that on less interesting occasions would have kept several at home. While it is difficult to estimate the value definitely, perhaps their greatest gain was in their team work. On the whole, the effect was satisfactory.

The Question Box

Some of the questions asked in the last issue of THE QUARTERLY are answered below. The answers that come within the scope of this department are necessarily only partial. The answers to many of the questions would require a full article.

Several questions were asked that involve problems of the one-teacher school. Instead of having fragmentary answers in this department, we reserve the answers to incorporate in an article on the one-teacher school that is promised for a later issue. As most of these schools will be closed before this issue of THE QUARTERLY reaches the public, the delayed answers will not inconvenience any teacher.

Suggestions for closing day and Friday afternoon can be found in an article on "Pageants and Pageantry," by Miss Davis, in an editorial, and in the Review department in the last issue of THE QUARTERLY. A suggestion for health talks is found in this issue. Story telling is especially valuable for Friday afternoons.

The teachers of Grimesland have a plan for combining the answers to two questions, how to get the parents to visit the school and language work. They have a "Mother's club." The children write invitations to the meetings.

In a later issue a series of suggestions for language work will be given.

What is the Practical Value of Hectographing to the Teacher?

The hectograph, which is a gelatine pad for receiving a copy of and therefrom multiplying a writing, or drawing, when used properly is almost indispensable to the primary teacher, especially when there is a large number of children. Some believe that hectographing destroys the individuality of the child and therefore should not be used. This is only when hectograph is abused or overused, for when it is used in the correct way hectographing does not destroy the child's individuality but helps to develop it.

In the primary grades the children are taught to color between two given lines, as in making the United States flag. The children cannot yet draw these lines on the flag and it would be a tiresome task if the teacher had to draw each flag for a large number of children. With the hectograph the flags can be made in a short time with very little trouble.

There is a great demand now-a-days for seat work and hectographing helps supply this. Here is a suggestion that is not without value: After the children have learned a poem, give them envelopes, with a hectograph copy of the poem on the back; have the hectographed words of the poem on separate pieces of paper on the inside of the envelope.

Let the children put the words together; they can compare theirs with the copy on the back of the envelope. There are other ways in which the hectograph can be used to an advantage; sentences with blank spaces to be filled by required words will serve in language or grammar drills. In geography, as a review lesson hectographed copies of the outline of the continent or country that has been studied may be distributed. On this outline the children may indicate surrounding bodies of water, cities, rivers, mountains or railroads. These outlines may be used in making product maps. The resourceful teacher can add to these ideas and use them to an advantage.

The hectograph may be made by the following formula at a very small cost: Two ounces of sheet glue, four ounces of water, eight ounces of glycerine. After the glue has been dissolved in the water place it on the stove in a double boiler and stir. While it is boiling add the glycerine very slowly, stirring all the time. Allow the mixture to remain on the stove for three or four minutes, and then pour it into a shallow square or oblong pan and let it cool. It will be ready for use next day.

To use the hectograph, first make a copy or drawing the size wanted on smooth paper with hectograph ink. Place this on the hectograph with the copy down and let it remain two or three minutes. Then as many copies as desired can be made by placing sheets of paper, one at the time, on the hectograph pressing lightly with the tips of the fingers.

What Can We Do With the Big Boy in a Class of Small Children? Shall We Start a Fourteen-Year-Old Boy in Mother Goose Rhymes?

There are two types of big boys in the primary grades, those who are mentally weak and those who are backward because of absence from school. The interests of the first type are on a level with the small children; the interest of the second type has developed beyond this stage and should not be expected to be interested in the simple literature suitable for primary children. The materials he uses should be taken from things he is interested in and if possible, things which touch his daily life.

Some suggestions that might prove helpful are these: for busy work, let him clip pictures from papers, magazines, advertisements. He may mount these and select words from the papers that will tell something about the pictures. For reading and number work the teacher may put on the board simple sentences and problems about practical things in his life. He may also select simple reading from newspapers and advertisements. In all the work appeal to the boy's interests rather than the course of study.

Often the teacher can use the big boy to a great advantage to herself and still be of great help to him. She can lead him to feel that he

is in a measure responsible for the general appearance of the school; for bringing illustrations of class work to school and for the more advanced manual training required in the class.

What Can Be Done at Opening Exercises?

The opening exercises in any school should have the proper amount of consideration. For exercises that are of real value there are a few points that the teacher must have in mind, *i. e.,* morning exercises are introductory to the day's work and must bring the school together as a unit. They may be of such a nature as to give information in an attractive form. A short service of worship should be a part of the opening exercises. This should be genuine, sincere and adapted to the understanding of the children. The exercises must be bright and cheery. In order to have these essential points the exercises must be planned.

A suggestion that has been tried with good results is this: one day the small children entertain the older ones, for example, by story telling, or dramatizing a story, or singing motion songs. The next day the older children entertain the small ones by giving current events. This is a good period for memory work. The poems from Robert Louis Stevenson and Eugene Field are such as can be appreciated by all and may be used. This should be a period in which the children can feel free, they should be given the opportunity of expressing themselves, and the resourceful teacher can find many attractive ways from her own surroundings to do this, for nature is an open book to all and is one that the children enjoy.

QUESTIONS.

1. Why is a well prepared assignment so necessary when time is so limited?
2. How can we help the children from forming bad habits of study?
3. Is it well for children in the first grade to take their books home?
4. How can I correct mere "word calling" in reading?
5. What is "the bondage of the printed word?"

Reviews

In a Legislative circular sent out by the Bureau of Education attention is called to many interesting bills which have been introduced in Congress.

One of the most interesting of these to the people of the South at present is the Abercrombie Bill which provides for a system of education that will eliminate adult illiteracy in the United States. The Commissioner of Education shall coöperate with State, county, district, and municipal education officers, to carry out these plans. The bill provides for the necessary funds to carry on this campaign.

Another bill which should be of particular interest to all cities and towns is the Hughes Bill, which provides for the creation of a Federal Motion Picture Commission as a division of the Bureau of Education. The work of this commission will be to select motion picture films that will be most conducive to education and to arrange for their use in schools. Another bill of interest is the "Miller Bill," which has as its chief consideration the establishment in the Department of Labor of a bureau for the deaf and dumb to study the industrial, social, and educational conditions of the deaf and dumb throughout the United States.

These circular letters give in brief scope the work in the Department of Education.

In one of the recent letters sent out by the Bureau of Education of the Department of the Interior is an abstract of the Report of the N. E. A. Committee on "Social Studies in Secondary Schools." A syllabus is prepared on "Community Service." The National, State, and local activities and agencies are included under each topic. The outline of the work that will be given will be very full, but its success will depend upon how it is carried out. The outline given here is only from the health department and is a sample of the other:

1. Health as an element of welfare.
   (a) Pure air; ventilation of buildings.
   (b) Pure water; wells and water system.
   (c) Pure food; food and drug laws.
   (d) Exercise; gymnasiums, play grounds.
   (e) Cleanliness; public baths, disposal of household waste.
   (f) Contagion; medical inspection in schools.
   (g) Regulation of working hours and conditions.
   (h) Miscellaneous; ambulance service, hospitals and dispensaries, vital statistics, baby-saving campaign.

The *Hawaii Educational Review* for June, 1914, contains a valuable article on "School Hygiene," by T. H. Gibson. In this article he says that personal hygiene should be stressed from first grade through college. The progress of the school depends upon it. In a recent medical

inspection in Hawaii it was found that 95 per cent of the children were defective in some way. The per cent in America is said to be even greater than this. A degenerated race will be the outcome of these conditions if they are not checked. The work of correcting these conditions falls on the teachers, therefore it is their duty to acquire a thorough knowledge of child hygiene.

This paper also gives an interesting article on "Voluntary Medical Inspection." In many districts both medical and dental doctors offer their assistance to the schools. In some districts the board of education equips an examining room and the children are taken here at stated times for inspection. When this is not done the doctors visit the schools. Some of the results are, better personal appearance, absence of contagious disease, and better school work.

The Educational System of Rural Denmark, by Harold W. Foght, specialist in rural education, is printed in a bulletin of the Bureau of Education. This report is the result of a first hand investigation of Danish rural life and rural schools. Mr. Foght spent several months in the field studying conditions as they actually exist. In this report, a general statement is given of the different schools through which Danish rural children make their way, step by step, until they return, at length, well prepared, to the farm for their life work. It tells how the schools are organized to answer the needs of the present-day country life and how they are now accordingly taking the initiative in practically every movement for better agriculture, for greater returns on whatever is marketed, and for better life conditions. Foght also contrasts these conditions of Denmark with those of the United States, making the statement that none of these conditions exist in the United States and that a large majority of rural teachers have little, if any, professional training. He says, "Prevailing conditions in Danish schools would suggest that the professionalizing of our rural teachers might be hastened (1) by providing, through legal enactment, a liberal sliding scale salary increasing definitely with the length of tenure; (2) by making it obligatory upon the community to erect teachers' cottages, thereby keeping the teachers in the country permanently; and (3) by encouraging teachers' colleges, normal schools, high schools with teacher-training classes, etc., to organize thorough-going departments in country-life and country teaching, from which to draw teachers willing and able to undertake the difficult task of teaching real farm-community schools." He considers the chief causes of the retarding of the development of rural schools in the United States (1) the lack of compulsory education, and, in many cases, the enforcement of this law; (2) the lack of a unit of organization large enough to make the management of the schools efficient, economical, and intelligent; (3) the adaptation of school work to the country; and (4) the lack of folk high schools.

The folk high schools are for grown people and people in adolescence, coming from their practical tasks of town and farm. While intended by its originator for all the people, it has become preëminently the school of the agricultural classes. While technical class room work is not ignored, through song and speech and association with each other, these teachers and their students idealize country living and the nobility of honest toil. The schools have succeeded in disseminating throughout the land a farm culture marked by intelligence and optimism.

In the *Missouri School Journal* is a report of a progressive school board in a rural district. This board takes seriously the matter of educating the children of the district. One man, who has been director and clerk of the district for eighteen years, makes it his business to visit the school from one to three times each week, to look after the well, furnace, buildings and to see that the teacher has the necessary equipment for doing effective work. This board would not employ a teacher on hearsay but motored thirty-five miles to engage the services of one. Ordinarily the teacher has to ride to the four corners of a district to find the board members, but here is a school board hunting a teacher. One member made long trips during the summer to consult and plan with the teacher about new features of school work. "A good teacher, a board awake to its responsibilities and patrons ready and willing to lend a hand—can make the school a source of strength and power for a nation."

The *Rural Educator,* published at Columbus, Ohio, reviews a pageant that was given at a county fair in that State. The most important part of the pageant was an historical event in which ten schools took part. It proved a wonderful success. It was represented in floats, and, to make it more interesting to the spectators, the superintendent gave the historical significance of each as it passed. The first was Columbus and his vessel; second, colonial life in three floats; third, the Revolutionary Period in three floats; fourth, pioneer life in Illinois, and Southern plantation life; fifth, the Civil War in two floats. The pageant closed with a representation of "Progress."

Miss Andrews, associate professor of the teaching of English at George Peabody College for Teachers, Nashville, Tennessee, who has gained national recognition as a teacher of English, has written a series of articles on "Oral Language Lessons" in which she brings out the importance of oral language and gives plans for teaching it. This series is being published in a number of educational journals all over the country. The separate papers are: "Well Known Signs of Rain," a conversation lesson; "Familiar Weather Rhymes," and "Weather Rhymes of My Own," two rhyming lessons; "Two Troublesome Little Words," a lesson in usage; "Literal and Figurative Language," word study for appreciation; "Christ and the Doctors," a picture lesson;

"The Baker Boys of Andernach," the study of a story; "Lines Written in March," memorizing a poem.

The subject of one of these lessons was: "Some Familiar Signs of Rain." This is supposed to be given to the fourth or fifth grade during the month of April. The aim of the lesson is to train the children into free discussion, and to quicken their interest in folk-lore. It supposes that the children have studied about rain and weather in language, poems, geography, nature study and music. To make the lesson more interesting the author suggests that a poem on rain be read, such as: "A Sudden Shower," by Robert Loverman; "Before the Shower," by Thomas Bailey Aldrich. Any rain songs may be sung. The day before this lesson is to be given the teacher should tell the children to find out as many rain signs and proverbs as possible. For the discussion, the children should be led to tell what they have heard about superstitions and signs. Skillful questioning by the teacher will keep the interest in the proper channel. For the assignment for the next day some rain signs in rhymes and couplets should be given.

The *News Letter,* which is published weekly by the University of North Carolina for its Bureau of Extension, is a one sheet paper that is full of the very best information. It should be in the home of every North Carolinian, for it keeps in touch with what the State is doing in every department. The editor sees that only live matter is used. One hundred and ten North Carolina newspapers are reviewed each week and all items of educational interest are collected for the *News Letter.* The material is treated very briefly. It is a great source of suggestions for school teachers and educators, for it keeps right up to date in all things pertaining to educational matters in the State.

The *School Bulletin,* a pithy four page publication, published by S. B. Underwood, superintendent of Pitt County schools, is the outgrowth of the interest Mr. Underwood feels in his work and his desire for an effective means of communicating with the teachers of Pitt County. This paper is intended as a clearing house for the teachers and the superintendent. The school news and many valuable suggestions about teaching are given by the superintendent. All the information given comes first hand from the superintendent. The headlines are apt questions and striking statements which are suggestive and start a teacher to thinking out the answer. Some typical questions are, "Do your children read or call words?" "Where is the teacher at recess?" "Do the teachers own their books?" "Whose fault is it that the child is out of school?" "Who should be the hardest student, teacher or pupil?" Nearly every question grows out of something Mr. Underwood has observed in the schools in Pitt County.

The *Sampson School Record,* published monthly by the Board of Education of that county, gives evidence of the progressive spirit of

the county. The various phases of school problems and county educational activities are presented in an attractive and interesting form. The Editorial Department calls attention to county commencements, teachers round-table conferences and county fairs. The striking feature of the contributed articles is that the students, teachers, superintendents, supervisors, and representatives of the State Deparement, all, furnish articles. In the January number it is shown that in each school a boy and a girl are appointed as health officers. The School News and Comments, which contains interesting items from all the schools and communities in the county, helps all to do better team work. The *Record* shows that the people of Sampson County are indeed getting together.

The *Florida School Exponent* for February has a suggestive article on "What Teachers Can do in Sanitation, Hygiene and Public Health." The following is one of the suggestions:

Suppose an earnest, though not necessarily brilliant, young lady in charge of a rural one-teacher school should say to her boys and girls one afternoon just before dismissing them, "We will not have *speeches* on Friday afternoon, as many schools do, but we can have a very pleasant time, and the teacher will do all the reciting and all you will have to do is to listen, and learn something *very* important that you never knew before, a very interesting story." Instantly interest will be aroused in that school and all look forward to the good time on Friday afternoon when the teacher is to tell them a "story"; for what healthy child is there that does not love a well-told story? Some of the parents might be induced to be present. When the time comes the teacher presents a simple program on the Mosquito, which small biting insect is known to almost every child of school age in Florida. While she tactfully tells, in the form of a story, the life, habits, and pecularities of this common insect one would hardly suspect that such a dry subject as Malaria was being taught to both interested parents and interested pupils. While the program announced was "One of Our Enemies," or some such similar title, if this subject be properly presented and finished, the same might be correctly entitled, "A Simple Story of How Malarial Fever May be Prevented."

Result:—a great impression for good is made upon the parents, as well as the pupils, and the foundation of a great scientific truth in the prevention of disease has been planted in the hearts and minds of the people, among whom she labors, that will bring good results.

Alumnae

Commencement Announcements

Be sure to bring some one with you to see the "Mikado" Monday evening, June 8.

Business meeting of the Alumnae Association Tuesday afternoon, June 8.

Alumnae Banquet Tuesday evening, June 8.

BANQUET COMMITTEE:

Nell Pender ('11).
Eula Proctor ('12).
Gladys Fleming ('14).

EXECUTIVE COMMITTEE.

Margaret Blow, ('11) term expires 1915.
Hattie Weeks, ('12) term expires 1916.
Emily Gayle ('14) term expires 1917.

Dress rehearsal for the "Mikado," Saturday evening, June 5.

Girls, why don't you help us make our magazine a bigger success? Do you know how many of the Alumnae subscribe to THE QUARTERLY? Well, I'm ashamed to tell you, so don't ask me! Subscribe for THE QUARTERLY and help us make the magazine worth while. In no better way can you display loyalty for your alma mater, so why not show your colors now? Help us by sending in prompt replies to our letters. THE QUARTERLY has received favorable comment from various sources, many from outside the State. Are you going to be the last to appreciate THE QUARTERLY. Your play! What kind of a move will you make? (P. J. D.)

1913 Class Register

Ruth Davis, teaching first grade at Roanoke Rapids; Willie Green Day, Domestic Science, Method; Viola Dixon, teaching second and third grades, Elm City; Mary Lucy Dupree, grammar grade work, Duke; Eloise Ellington, clerking for her father, Greenville; Lillie Freeman, at home this winter in Washington; Mary Emma Clark Forbes, Goldsboro; Bettie Pearl Fleming, principal of two-teacher school, near Greenville; Annie Mae Hudson, primary grades at Children's Home in Winston-Salem; Josephine Little, at home, Greenville; Mabel Lucas, teaching a rural school near Plymouth; Brownie Martin, principal of a three-teacher school at Hester; Alice Medlin, second grade, Franklinton; Mary Moore, primary work, Speed; Ruth Moore, assistant principal of Warsaw High School, Warsaw; Ethel Perry, primary work, near Washington, R.F.D. No. 1; Louie Dell Pittman, first, second and third grades, Grimesland; Inez Pittman, grammar grade work, Oriental; Lalla Pritchard, at home, Swansboro; Lula Quinn, first grade,

Beulaville; Elizabeth Shell, third grade, Whiteville Graded School, Whiteville; Willie Lee Smith, Columbia, S. C., Department of Domestic Science; Hattie S. Taylor, Rocky Mount, primary work; Josephine Tillery, fourth grade, Roanoke Rapids; Mamie Ruth Tunstall, not teaching, Greenville; Lena White, third, fourth, and fifth grades, Dover; Mary Newby White, Tyner, route 3, principal of a three-teacher school, secretary of Alumnae Association of the Training School; Mary Weeks, Graham, advanced first; Hattie Weeks, Winston-Salem, 315 Spring Street, teacher of third grade in one of the city schools; Hattie Whitehurst Winslow, married in June, now living at Scotland Neck.

Brownie Martin is working out an episode, "The Lost Colony of Roanoke," for a North Carolina pageant which will be given at the Granville County Commencement. She reports that she has the pleasure of teaching in a modern, convenient new school building. Sewing and cooking are a part of the work.

Mary Weeks gave a creditable Christmas program and we shall soon expect to hear of her carrying off the honors of the Chapel Hill debate.

Sara Waller ('12), Roanoke Rapids, N. C., has recently begun a class in Domestic Art. This is the first time that anything of this kind has ever been undertaken in this school aside from the adopted course of study, but we are expecting great things from it nevertheless.

Luella Lancaster ('14), Grimesland, N. C., is secretary of the Pitt County Primary Teachers' Association.

Nell Pender ('11), is teaching at the Greenville Graded School. She is taking the place of a teacher who has resigned.

Mary Weston ('14) is delighted with third and fourth grade work in Macon, N. C. When we hear a girl say that she would not exchange her work for that in another environment we feel that she has gotten into vital touch with the people where she is.

Do school teachers age more rapidly than any other class of people. This is a question asked us by Vada Highsmith ('11), Autryville, N. C.

Mary Smith ('13), Clarkton, N. C., although seriously fond of teaching, finds that some of her pupils are "darlings" while others are not so healthily inclined. We trust that the animal spirit does not often assert itself in her room, but should the occasion or psychological moment arise when a reminder is necessary we will venture to say that she can well administer it.

Mamie Williams ('12) is teaching in Hookerton, N. C., this year.

Aside from her regular school room work Mattie Cox ('14), Falling Creek, Wayne County, N. C., has aided materially in establishing a music department at that place.

Lillie Tucker ('11) is at home near Greenville, N. C., where she says she expects to stay for life. A rather broad assertion! We would rejoice should she decide to reënter the noble profession, but at no time are we entirely free from temptation, and Prince Charming may come yet!

Minnie G. Myers ('14), Biscoe, N. C., the only Training School representative we have in Montgomery County, reports an enrollment of 57 pupils, with an average attendance of 52. We feel confident that there will be others next year.

Not many of our girls find employment in private families, but such is the case with Kate Watkins ('14), Graham, N. C.

One of the strongest advocates for Training School appropriations that we have is Anna Stanfield ('14), Oxford, N. C., route No. 1.

Ila Daniel ('14), Oxford, N. C., route 7, has a very progressive one-teacher school.

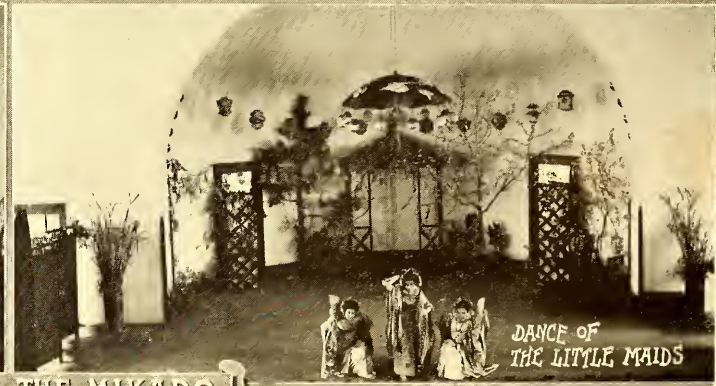
Lula Fountain ('14), Bethel, N. C., is planning a "May Day Festival" to be given near the close of the school.

Estelle Greene ('12) and Luella Lancaster ('14), came to Greenville to see "Il Trovatore" at White's Theater, February 14.

Minnie Best Dail ('12), who has been teaching in Mooresville, N. C., for the past three years, has recently been called to the bedside of her invalid mother in Snow Hill, N. C.

That the many lessons instilled at the training school are sources of aid and encouragement to a Training School Alumnae has been agreed upon, but one of the most determined of these decisions has recently been made by Mae Belle Cobb ('14), who is doing heavy intermediate grade work in Battleboro, N. C.

THE FLOWERS THAT BLOOM IN THE SPRING



DANCE OF THE LITTLE MAIDS

SCENES FROM THE MIKADO

CHORUS OF LITTLE MAIDS

WE ARE GENTLEMEN OF JAPAN

Cast for the Mikado

Nanki-Pooh .....Arlene Joyner Dail (Student 1912-13)
Mikado .....Willie Greene Day ('13)
Nee Ben .....Lela Deans ('14)
Pish Tush .....Blanche Lancaster ('14)
Pooh Bah .....Willie Lee Smith ('13)
Ko Ko .....Edna Campbell ('12)
Yum Yum .....Marion Alston ('14)
Katisha .....Mavis Evans ('14)
Chorus .....1915 Students

School Organizations

Literary Societies

The two Literary Societies had several interesting and profitable programs during the winter term. At each meeting some new idea was developed.

The preliminary debates before the third annual inter-society debate were held in both societies on February 13th.

The query this year is: *"Resolved,* That County, City and State Officers in North Carolina Should be Nominated by Direct Primaries."

There was much enthusiasm in both societies. Eight girls in the Lanier Society and six in the Poe contested in the preliminaries.

The girls chosen for the final debate from the Sidney Lanier Society are Julia Rankin, Allen Gardner and Juanita Brazington; from the Edgar Allan Poe, Lucile O'Brian, Alice Herring and Martha Lancaster. All of these are from the Junior Class.

The Laniers have the affirmative side of the question and the Poes the negative. The final debate is on March 13th.

The Laniers have established the precedent of celebrating Lanier's birthday by having some man of note deliver a literary address as near the date of Lanier's birth as possible. The address this year, delivered by Dr. Frank C. Brown, Secretary and Treasurer of the North Carolina Folk-lore Society, a report of which is given in the Department of School Notes, was the fourth in the series. Those heretofore were delivered by Dr. D. H. Hill, President of A. and M. College; Dr. C. Alphonso Smith, Professor of Edgar Allan Poe Chair of Literature at University of Virginia; and Dr. Benjamin Sledd, Professor of English at Wake Forest College.

In order that the members of the society might be better prepared to appreciate ballads, the January meeting of the Laniers was devoted to the study of ballads. The program was as follows:

What a Ballad is ..... Rita Thompson
The Different Kinds of Ballads ..... Gladys Comfort
Instrumental Solo ..... Janet Matthews
The Growth of the Ballad ..... Eunice Vause
The Ballad of Superstition ..... Eliza Ellington
Robin Hood Rescuing the Widow's Three Sons ..... Juanita Brazington
Edom of Gordon ..... Bluma Vaughan
Instrumental Solo ..... Mary Paul

The other meetings of the Laniers during this term were spent in the preparation for the debate and attending to the business interests of the society.

The annual celebration of Edgar Allan Poe's birthday was perhaps the most interesting meeting of the Poe Society during the winter term.

Some time before this meetng Dr. C. Alphonso Smith, who occupies the Edgar Allan Poe Chair of Literature at the University of Virginia, presented to the society a picture of Poe's mother and several interesting articles which he had written about Poe. Several of these articles were used in this meeting.

At the opening of the program, Lucile O'Brian, secretary of the society, presented the picture to the society. "Poe as a Constructive Force in Literature," an interesting article by Dr. Smith, was read by Susie Barnes. Another interesting article by Dr. Smith, "The Americanism of Poe," was read by Mary Baker. Poe's beautiful poem, "Israfel," was read by Eula Spruill and his weird tale, "Hop Frog," was well told by Alice Herring. Martha Lancaster and Fanybel Robinson played piano solos during the evening.

The other meetings of the society were spent in preparation for the debate, the business interests of the society and a musical program. The members of the society spent one delightful evening in hearing several noted selections from famous musicians on the victrola.

Y. W. C. A.

The Y. W. C. A. has been active during the winter term, and all the Friday and Sunday night services have been well attended. The Bible study classes, organized in the fall, completed their work with a good record. After the Christmas holidays, other Bible classes, and a mission study class were organized. Miss Lewis teaches the girls in the normal Bible class, who in turn teach the classes. The subject for study is, "The Life of Christ by St. John." The leaders are: Pearl Davis, Mabel Cuthrell, Kate Tillery, Lucile O'Brian, Allen Gardner, and Katie Sawyer. The mission study class, of which an outline was given in the last number of The Quarterly, is doing good work under the leadership of Miss Armstrong. The subject for study is, "A Challenge to the Country." The girls in the class are taking a great interest in the discussions, for the problems are those that will confront any teacher in a rural school. Miss Armstrong is unusually well fitted to teach the class for she has made a special study of sociology and has done settlement work in New York and extension work in village and country.

The Sunday night services have been good through the term. December 6, Miss Pattie Dowell of the alumnae, who was the first student to register in the Training School and was the first president of the association. Her subject was: "What Owest Thou to My Lord?" On December 13, a Christmas lesson by the members of the association, was led by Katie Sawyer, president. January 10 reports of the work of the Y. W. C. A. in the foreign fields were given by Katie Sawyer, Kate Tillery and Trilby Smith. On January 17 the reports of the Blue Ridge Committee were given by Katie Sawyer, Vera May Waters and

Trilby Smith, who attended the last South Atlantic Field Association as representatives of the Y. W. C. A. of the Training School. They gave interesting accounts of their trip and are enthusiastic over the work done by the Y. W. C. A. Conference. January 24 Miss Graham gave a heart to heart talk on "The Standard of Honesty." January 31 Rev. George Johnson of Enfield, made an interesting talk on "Beauty." February 7 memorial services were held for Miss Grace Dodge, president of the National Y. W. C. A. Katie Sawyer, the leader, was assisted by other girls. Miss Graham told something of the personal side of Miss Dodge's life. February 14 Mr. H. E. Austin led the services, "Personal Influence" was his subject. February 21 Mrs. F. R. Stretch, teacher of the Philathea Class of the Methodist Church, Greenville, told the story of the Book of Esther. On February 28 Miss Waitt talked on "Prayer."

The Finance Committee in January secured Mrs. Frances Renfrow Doak of Chapel Hill, to give a recital. Notice of this can be seen among "School Notes." Before Christmas they sold Japanese novelties to the students. The proceeds of both these go toward sending delegates to the Blue Ridge Association next summer.

The girls are working in the flower garden during the pretty weather, and have good prospects of many beautiful flowers to come. These are distributed all over the school buildings and are frequently sent to the people in the town.

The Athletic League

The basket-ball tournament which was announced in the last issue of THE QUARTERLY, was played in January. All the players in each class contested for a place on the class team, and the class teams, in turn, contested for a place in the tournament, the two teams who won the highest per cent of games during the year contesting in the final games. The two fortunate teams were the Seniors (second year professional class) and Juniors (first year professional class). The cup was awarded to the seniors and they thus became the champions of the year.

Miss Upchurch, one of the teachers of the Greenville High School, acted as referee.

There was evidence of much improvement in the team work on both teams and the true sportsmanlike spirit was shown on both sides.

The girls themselves have done the coaching this year. Girls from the "B," "C," and "D" classes have also acted as referees at the high school several times. This is a great factor in training the girls to direct athletics so they can carry on this work when they become teachers.

The loving cup has done much to develop true athletic spirit in the school. It has set up a definite goal to be worked for; it has developed coöperation and the power of self-control. As a result of these, the Athletic League has decided to give a cup for the other activities—captain ball, walking, and tennis.

A point system is being worked out for these. This system has developed a great interest in these sports.

Practically all the tennis courts are filled every afternoon. The tennis tournament will be held between May 1 and 15.

The cross country walking club is developing many good walkers, the "A" or (first year academic), class being in the lead at present.

The article on "Organized Out-of-door Sports" by Miss Comfort, a member of the faculty who has been director of athletics in the school for two years, outlines very clearly the plan for athletics in the training school.

A Civic Creed for Denver Children

1. I am a citizen of Denver, of Colorado, and of the United States.
2. It is my right and my duty to make an honest living and to be comfortable and happy.
3. It is my privilege and my duty to help others to secure these benefits.
4. I will work hard and play fair.
5. I will be kind to all, especially to little children, to old people, to the unfortunate, and to animals.
6. I will help to make Denver a clean, beautiful, and law-abiding city.
7. These are the best services I can render to my city, my state, and my country.—*Denver Course of Study.*

Revised to Date

My country 'tis of thee, sweet land of literacy, of thee we tell. Land of the reading test, banish the unlearned guest, till all from east to west, know how to spell!—*Boston Advertiser.*

"Our small towns are nothing more nor less than country districts grown thick."

School News

Birthday Dinner to Governor Jarvis

The Training School family celebrated the 79th anniversary of the birth of Governor Jarvis, January 18, by giving a dinner party in his honor. It was a sincere tribute of gratitude, an expression of the genuine appreciation the people of the school feel for the State's "Grand Old Man," not only for the service he has rendered the school, but for the service he has rendered his State, his nation and humanity. It is a rare privilege for young people to come in close contact with the rich, full life of a man who has rounded out fifty years of public service and to get directly from him his own statement of his motives. This statement, uttered in his full rich voice, accompanied by the personality of the man, burned itself into the minds and hearts of all who heard it.

The faculty, officers and Senior class assembled in the Administration Building to greet Governor and Mrs. Jarvis. From thence they went into the dining hall, where the other students had already assembled.

The dining hall was beautiful in the simplicity of its decorations which were in keeping with the Training School policy—make use of the native shrubs and flowers. Pine boughs and sweet myrtle were used. The tables were strewn with the modest little partridge vine which, with its dainty green leaves and sparkling red berries, made a most pleasing effect. The place cards were also decorated with the partridge vine.

The Junior Class served the dinner. They were dressed in simple white.

Miss Alice Herring, president of the Junior Class, brought in, just before the coffee was served, the birthday cake, upon which the figures "79" were made with burning candles, and placed it before Governor Jarvis. President Wright then arose and said: "It is always difficult to prophesy, it is dangerous to attempt it. Seventy-nine years ago, on Monday, no one would have dared prophesy the successful career of the little child born that day; nor did they know that at the close he would be associated with an institution that stands for the development of the best there is in the child. We have met to commemorate the birthday of one whom we all love. We of this school owe more to him than to any other living being. It is befitting that the students of this school should contribute to this celebration. Five young ladies of the Senior Class will give an outline of his fifty years of public service, each one reviewing briefly the achievements of ten years. The best historian cannot give more than an outline. Just one man can give a full history of his career, he must write it himself."

He then announced the girls who were to give the review.

It is significant that this year marks the fiftieth anniversary of Governor Jarvis's entrance into public life. He began his public service as a representative from Currituck County to the State Convention in 1865. Since then he has been a representative to the State Legislature, Lieutenant Governor, Governor, and United States Minister to Brazil. In the last two decades of his life, although he has held no high official State position, however, his influence has been none the less great. As a private citizen he has continued to have his State, his church, his people at heart and has always acted as a wise counselor and faithful adviser to them.

These fifty years were reviewed as follows:

Miss Bernice Fagan, 1865-75.

Miss Mary Bridgman, from 1875-85.

Miss Bettie Spencer, from 1885-95.

Miss Irene White, from 1895-05.

Miss Kate Tillery, 1905-1915.

The call for a word from Governor Jarvis was so insistent that he finally arose. He made all present feel as if they had been taken into his confidence and given an intimate idea of the real motive back of his life's work. He showed sincere appreciation of the tribute from those who had reaped the benefit of his last years of service.

What he said was impromptu and was taken down without his knowledge. It is given in full elsewhere in this issue of The Quarterly. Others should share it.

During the dinner President Wright read several letters that had been sent to him to be delivered to Governor Jarvis. Two of these are of peculiar interest, one from Dr. J. Y. Joyner and one from Governor Locke Craig. All present felt the truth of what Dr. Joyner said. "You have taught us the meaning of Browning's fine conception of old age expressed in his 'Rabbi Ben Ezra,' and made us feel that we would gladly accept from you the invitation of the old man:

> " 'Grow old along with me,
> The best is yet to be,
> The last of life for which the first was made.' "

Governor Craig closed his greeting with the apt statement "I voice the sentiment of all North Carolina, when I salute you with 'All hail to the Grand Old Man.' "

Near the close of the meal a telegram arrived from Rev. M. T. Plyler, a former pastor of Governor Jarvis, which expressed the wish of the whole State: "Congratulations on a glorious afternoon after a full orbed day."

At the close of the dinner flowers were presented to Governor Jarvis by the Senior Class.

This occasion was an auspicious beginning of the 80th year of the life of Governor Thomas J. Jarvis, who although it has been thirty years since he held the official title of Governor, has never had the "ex" affixed to his name by the people of North Carolina. He still is and will always be "Governor" Jarvis.

The Pageant on Washington's Birthday

The annual historical pageant on George Washington's birthday has become a feature of exceedingly great interest at the Training School. Four years ago one class presented a few scenes from American history. Each year the idea has grown. This year three classes from the Training School and one grade from the Model School—197 people—gave a connected series of five episodes in twelve scenes, covering the first 300 years of American history. These episodes covered the periods of explorations, Colonial life, pioneer life, the Revolutionary period and the period when the new Republic was born.

The first episode represented the explorations of the Spanish, as a seeker after gold, the Dutch as a trader and the French, the Jesuit as a missionary. The first scene was De Soto's meeting with the Indian Princess. The exchange of gifts between them revealed the friendliness with which the Indians received the whites. When gold was not found, the treachery of the Spanish when they captured the Princess was a marked contrast to the simple trustfulness of the Indians. The jolly Dutchman, giving the first "fire water" to the Indians, made a lively scene in the founding of Manhattan Island, one of the first Dutch trading posts in America. The third scene pictured Marquette as he voyaged down the Mississippi carrying the cross, and pictured the various types of Indians he encountered.

English Colonial life was portrayed in the second episode. The practice of witchcraft was vividly brought to the eye as "Goody Osborne," who was accused of being a witch, was dragged off to meet her doom. The typical Colonial school, with its stern master, dunce stool and amusing lesson on the saltbox, not far different from the mediaeval school, was a striking incident of this period. The stately minuet, danced by eight couples, presented a charming insight into the social life of Colonial days.

The fourth grade from the Model School presented the pioneer episode by giving the story of Daniel Boone in several scenes. Daniel Boone and his brother as they caught the first glimpse of Kentucky; the preparation of the pioneer's three-faced cabin; the home life and the picket fence as a fort at Boonesborough; an Indian attack on Boonesborough and the capture of Daniel Boone; life in the Indian village in which Boone was a captive; Boone's home after Kentucky was thickly settled.

The fourth episode represented the Revolutionary period. An adaptation of Holmes's grandmother's story of Bunker Hill, the description of

the battle as seen from a belfry, was planned. Although this period was necessary to round out the 300 years intended to be covered, because of the length of the pageant, it was omitted.

The fifth and last episode marked the close of the first 300 years in American history and the beginning of a new epoch. It was the birth of the new Republic. The Federal Convention at Philadelphia was selected as a fitting representative scene of the transition.

The scenery and costumes used in the pageant were effective but inexpensive. The costumes showed the ingenuity of the girls. The ladies in the Minuet wore silk petticoats with flowered kimonas draped in pannier style. The men wore bloomers and coats, with dainty bits of lace at neck and wrist; these, together with their powdered hair, transformed the girls into attractive Colonial gentlemen. The girls in the first episode studied the pictures of the Spanish, Dutch and French of that period and modeled their costumes after these. The Spanish helmet, the broad-brimmed hat of the Dutchman and the black robes of the Jesuits added much to the picturesqueness of the scenes. Cheesecloth fringe around dark middy suits, a few feathers for the hair and a generous supply of paint for the face transformed the girls into Indians. The total expenses of all the costumes was approximately $6. The scenery consisted mostly of shrubbery from the near-by woods. The fourth grade boys built their own wigwams, three-faced cabins and picket fences.

The practice required for the pageant was little. Most of the scenes were developed in class. They grew out of the regular course and did not require outside work, as two of the classes were taking American History. The third class worked up the Colonial School in contrast to the schools studied in their course in Mediaeval History.

The pageant was spectacular and presented the actual facts of history in such vivid and interesting pictures that those witnessing it will never forget the scenes from history illustrated.

Dr. Mann on Professional Spirit

Dr. J. L. Mann, Superintendent of Greensboro Schools, delivered an enjoyable, interesting and valuable address at the Training School on February 15th. His subject was "Professional Spirit."

Dr. Mann is a wide-awake, hard-working school man, a man with the best of training. He received his doctor's degree from a European university; nevertheless, he believes that the world holds nothing too good for his people, hence he returned to the South to do his life's work. While Dr. Mann believes in classical training, he holds the theory that education which does not help people to adjust themselves to their environment is useless, therefore he believes in the practical, and with this end in view he is doing a great work in the Greensboro Schools.

Dr. Mann defined "Professional Spirit" thus: "A feeling of urgency produced by an idea in order that the idea may realize itself; the caring for the idea to that extent that it becomes both the reward and the effort." The thoughts he wished to impress were developed by means of charming stories, apt illustrations, vivid familiar scenes taken from actual observations in the schoolroom, giving types of teachers all could easily recognize. With delightful satire he pictured the teacher whose sole idea is military discipline and the one who cares only for knowledge and methods. Yet, he said "no teacher can make a success who doesn't use both of these." The successful teacher must have, in addition to and above these, sympathy and interest in her pupils.

Dr. Mann compared the teacher to one who drops a pebble into the ocean, which causes a wave movement on the opposite shore. The teacher who has true professional spirit is constantly thinking of the other shore.

As a closing thought Dr. Mann reviewed the story of the eaglets. Some eaglets were raised among the barnyard fowls and were content, they were ignorant of their power. One day they heard the call of an eagle in the sky. Forgetful of all else they responded to the cry and soared into the heavens. There are millions of eaglets waiting for this call. The teacher with true professional spirit is ever extending this call.

Dr. Mann's address was a source of inspiration to the many prospective teachers who heard it.

Dr. Brown on Ballads

Dr. Frank C. Brown, Secretary and Treasurer of the North Carolina Folk-lore Society, and Professor of English at Trinity College, delivered an interesting address at the Training School on February 6th. His subject was "The Ballad in North Carolina."

Dr. Brown is an enthusiastic collector of folk-lore and is particularly interested in the ballad. He is doing a great work in arousing the interest of the State in its folk-lore. North Carolina is rich in ballads. Dr. Brown has collected twenty.

He gave the determining characteristics of a ballad and reviewed the history of the English and Scottish ballads. Many of these ballads are found among the folk in North Carolina. Dr. Brown urged that every one examine the old songs peculiar to their communities and send any ballads found to the Folk-lore Society.

Dr. Wilson on Libraries and How to Use Them

Dr. L. R. Wilson, Librarian of the University of North Carolina, gave, on January 18th, an interesting and practical lecture on "Libraries and How to Use Them."

Dr. Wilson, because of his extensive study on the problem of school libraries, and his great service to North Carolina through the University Library, is considered North Carolina's best Librarian.

The first part of his lecture was an explanation of the various types of libraries to which the people in North Carolina may have access. The second part of the lecture was a study of the Training School Library and how to use it to the best advantage. Several type lessons on teaching students how to use various books in the library were given.

The students took notes on the address. These were supplemented by class discussion. Much valuable instruction was gained from this lecture and its supplementary study. The substance of the first part of the address is given as an article in this issue of The Quarterly.

Visit of Legislative Committee

Members of the Committee on Education sent from the General Assembly spent February 20th at the Training School going over the school and plant. In the past each committee seemed to consider that their work consisted wholly of the inspection of the buildings and grounds. This committee, however, proved that they realized that the strength of the school is in its class rooms and not entirely in the material equipment. They asked to be taken to the classes so they might see the actual work. They were much impressed with the work that is being done at the Training School. The school assembled for one period and each member of the committee made a short talk. This committee was composed of six members: Chairman F. N. Bynum, Chatham; T. N. Hall, of Iredell; Marshall Shepherd, of Robeson; R. G. Kittrell, of Vance; J. Y. Killian, of Catawba; H. Nettles, of Buncombe.

Visit From Dr. Spilman

"Jesus as a Teacher," was the subject of a most helpful talk given to the students by Rev. B. W. Spilman, of Kinston, during assembly on January 8th.

Mr. Spilman stressed the fact that Jesus always held the attention of his hearers. He said the reason for this was, Jesus never called for attention unless he had something to say and he always talked to people about things that were of direct interest to them.

Later in the day Mr. Spilman delightfully entertained the student-body with Uncle Remus' stories about "Brer Rabbit and the Tother Critters."

Sewing Exhibit

Sewing was added to the course in Home Economics this year. The sewing teachers realized that there were some in the class that knew practically nothing about sewing and decided to make the first term's work practice work, nevertheless she was unwilling that this period of practice should be spent on work that would be of no practical value, so she decided to have each member of the class make a four-piece suit of underclothes.

Many of the rudiments of sewing and the manipulating of patterns were learned by the students during this term. At the end of the term

all the garments were handed to the teacher who closely examined the work done on each garment. In addition to this, a written examination which consisted mainly of the applications of the principles learned during the term, was given.

The sewing room was artistically decorated and all of the garments made during the term were put on exhibition. Ninety-seven four-piece suits made quite an attractive display. The school and the ladies of Greenville were invited to see the exhibit.

The midterm work was left almost entirely with the girls. The teacher suggested waists, skirts, one-piece dresses, and carefully supervised all the work. The girls were free to choose what they wished to make, the material and pattern they wished to use.

All the girls were required to make a thin white dress in addition to the above named articles.

Recital by Mrs. Doak

"Polly of The Circus" was charmingly rendered by Mrs. Frances Doak, on January 9th. She made her audience live with her through the many thrilling scenes of Polly's life.

For this delightful entertainment the school is indebted to the Young Woman's Christian Association.

Class Recital

The first of a series of piano recitals was given on Monday afternoon, March 1, 1915. The playing of the girls was marked by clearness of tone and rhythm, showing that they were aware of the real meaning of the composer. The program was as follows:

Sonata Op. 2 No. 1, *Allegro* (Beethoven).
Serenade Badine, (Gabriel-Marie) .....GLADYS COMFORT.
"Rose of My Heart" for soprano (Lohr).....CLARA DAVIS
Gavotte in A (Gluck).
To a Wild Rose (MacDowell).....JANET MATTHEWS
"Love, I Have Now Won You" for mezzo soprano. (Ronald)
ERNESTINE FORBES
Scherzo in B flat (Schubert).
Merry Peasants, (Dutton) .....GLADYS WARREN
Shepherds All and Maidens Fair (Nevin) .....GLADYS WARREN
"It Was Not So To Be" for soprano (Nessler).....RUBELLE FORBES
Prelude in C (Chopin).
Scarf Dance, (Chaminade) .....ALICE HERRING
Song of Gladness, (Ravina) .....ALICE HERRING

Faculty Activities

Miss Martha Armstrong, teacher of Household Economics, spent the week—February 15-21st—at Rock Ridge Farm-Life School in Wilson County. She assisted the Domestic Science teacher with her work during the week and also gave some demonstration lessons to the women of the community. This is one form of extension work done by the Training School.

Each section of the Pitt County Teachers Association is under the direction of a member of the Training School faculty.

Miss McFayden is chairman of the primary section. The February program for this section was a comparison between Washington's time and the present. This program was planned for the purpose of forming a background for the county teachers in their plans for celebrating Washington's Birthday. The territorial and industrial differences were developed by Miss Davis; Miss Waitt contrasted the social differences and Professor Hoy Taylor, Superintendent of Greenville Graded School, discussed the political differences.

President Wright is taking up the subject of Child Study with the High School section.

Mr. L. R. Meadows has a class in the Grammar grade section. They are studying O'Shea's "School Problems."

Some of the Training School teachers almost every week, visit the county schools with Mr. Underwood, Superintendent of Pitt County. These visits are of great help to both the county teachers and those of the Training School.

President Wright and Mr. H. E. Austin made talks in Edgecombe County during community service week in December.

Mr. L. R. Meadows talked to the Craven County teachers at their January meeting. His subject was "Motivation in Education."

On February 27th, Mr. C. W. Wilson spoke to the Teachers' Association of Chowan County, and Mr. S. B. Underwood spoke to the Pender County Teacher's Association.

President Wright has an engagement to speak in Kinston on March 20th.

Miss Jenkins is Secretary of the North Carolina Orphan Association.

Practice Monitors

The system of having monitors to look after the practice rooms in the piano department has been adopted this year for the first time.

The following girls have been appointed as monitors for the year: Blanche Satterthwaite, of Ransomville; Cora Lancaster, of Battleboro; Leona Tucker, of Greenville, and Irene Wiggins, of Middleburg.

Council Members

The Council members for this year are: Second year professional—"D," Irene White, Mabel Cuthrell, Sarah Clement; first year professional, "C," Trilby Smith, Susie Morgan; second year academic, "B," Ophelia O'Brian; first year academic, "A," Flora Barnes; one year professional "F," Mary Paul, May Wendley.

The School Bulletin

Biennial Report of the Trustees of the East Carolina Teachers Training School

Dr. J. Y. Joyner, chairman of the Board of Trustees, in his letter of transmittal to the Governor, submitting the report and recommendations of the Board of Trustees of the East Carolina Teachers Training School, together with the reports of the President and Treasurer, says:

"In submitting these reports I beg to call special attention to the urgent needs arising out of the increasing popularity, the enlarging service and the growing demands of the public upon this institution.

"The facts set forth in the reports herewith submitted are in themselves unanswerable evidence of the urgent needs of this most useful institution for enlargement and better equipment that it may meet the urgent demands upon it by teachers eager and ambitious for better training, by the public daily becoming discriminating between good and poor teaching and more insistent for better teaching, and by innocent children daily suffering from lack of more efficient teachers."

The total number of students enrolled in the school since it was first opened, October 5, 1909, is 3,043. Not counting any student's name twice in a twelvemonth, the total net enrollment is 2,907.

President Wright, in his report to the Board of Trustees, says: "For lack of room in the dormitories we have been forced to refuse admission to 1,312. This means that 45.1+ per cent of our total net enrollment has been refused admission. On account of the new wing that was built to one of the dormitories last summer, sixty more students were admitted than the year before. The health conditions in this school, from the first, has been entirely satisfactory. We are now in our sixth year and have never had a death nor an epidemic."

The courses that are offered are only those that will help to make efficient teachers. "Eighty-three per cent of the people of North Carolina live on the farms, and since the rural school has been in a measure the neglected school of our State, we are offering two one-year courses intended to meet the needs of those who are to teach in the country schools. Over seventy-five per cent of our graduates are now teaching country children. Of the 2,907 students who have attended this school, almost all of them, except the present student-body of 265, are teaching in the public schools in our State."

The Student Loan Fund of $888.50, donated by several classes, has been the means of helping sixteen students. The Pitt County Federation of Women's Clubs, is keeping one girl in school this year. They also contributed $20 additional to be loaned to some deserving student. "The Sallie Southall Cotten Loan Fund of the North Carolina Federation of Women's Clubs, has been the instrument of keeping in school

two students a year since it was established, something over two years ago."

"We now have twenty-nine teachers and officers. Our expenses have been considerably increased. Before another school year we should add other members to our factulty. It is, therefore, imperative that our annual appropriation for maintenance be increased."

The Board of Trustees, in their report, give an itemized statement of the permanent improvements for which the $40,000 appropriated by the last Legislature, was spent: "In erecting a wing to the east dormitory thus increasing our dormitory capacity by sixty; in erecting a wing to the Administration Building, thus giving us four additional class rooms, a domestic science room, a laboratory, two supply rooms, a stock room and a post office; in erecting the President's residence; in erecting an addition to the power plant and in the purchase of additional machinery and equipment."

The Board recommends the following imperative present, pressing needs of the school:

Wing to Dormitory.
Wing to Administration Building.
Heating these two wings.
Enlarging the Dining Room.
Enlarging Laundry.
Hot water main.
Second story to Practice School.
Total amount $72,000.

"In addition to the foregoing needs of the school which we have demonstrated as present and pressing, there are other things greatly needed, a building for library and society halls, gymnasium, durable walk and other ground improvements."

"The last Legislature cut our request for maintenance to $45,000. With the increase in the cost of living and in the increase in the number of teachers to be employed and paid, this sum has been found very inadequate and we ask for an appropriation for maintenance of $60,000."

General observations, at the close of the report:

"The East Carolina Teacher's Training School occupies a unique position in the educational force of the State. It is the only school in the State, public or private, that is engaged in the exclusive work of teacher training. This school holds steadfastly to its one purpose of preparing and training teachers for the public schools.

"There is a growing recognition of the fact that the raw material that goes to make up the food and raiment for mankind is produced upon the farm, and with the recognition of this fact comes the movement to make the farm life more agreeable and profitable. There is a growing conviction that it is wise, that it is humane and brotherly to make those who dwell upon the farm as healthful and happy and contented as possible. In this State there is a well-organized movement,

particularly by those who dwell in the cities as well as those who dwell in the country, to give to the country people the benefits of the best thoughts and service of those who have made the problem of farm life a study, and we note with great pleasure that the country people are demanding as of right the best of everything applicable to country life.

"In our conception of the order of things we give good schools the first place and the greatest boon to be conferred upon the country people. Give them good schools and the other good things are sure to come. *But they cannot have good schools without good teachers.*

"We do not say that the East Carolina Teachers Training School is the only school training good teachers for these public schools, but we do say that it is the only school engaged *exclusively* in that work, and we argue that it is the duty of the Legislature to give the enlargement of the institution all the financial aid the condition of the finances of the State will allow. The report of the President of this school shows that in the last year hundreds of young ladies who wished to enter and fit themselves to teach have been turned away because there was no room. They were not turned away because there was no place in the country districts for them to teach, for there is a great demand in the country for trained teachers. We, therefore, feel it to be our duty as well as our pleasure to appeal to the Legislature to enlarge this institution to the end that it may send more trained teachers in the country to properly train the country children. And we would emphasize the fact that every dollar put into this institution is a dollar put into training teachers for the public schools and nothing else.

"We hold it to be the sacred duty of the Legislature to see to it that the country schools as well as the city schools are provided with trained teachers. At least three-fourths of the population of the State live in the country and but a small per cent of the children of that three-fourths ever go beyond the country schools. All the training the great mass of them ever get to fit them for the duties of life they get in the public schools. This fact adds vastly to the obligation of the Legislature, in our opinion, to provide trained teachers for these country schools.

"In conclusion we earnestly invite and urge the Legislature to send a large committee composed largely of the committees on Education and Appropriations, to this school to make a rigid inspection of its work and of the expenditures made by it or for it. And we urge that this be done early in the session before the work of the Legislature accumulates and when the committee can take time to make a full and complete investigation. We feel sure that the more the Legislature learns about the institution the more ready it will be to enlarge it."

The Summer Term

The summer term has been an integral part of the work of this school from the first year and is recognized as one of the most important phases of the school's work. It gives the teachers who are already teaching an opportunity to increase their efficiency through professional training. The entire school plant is in operation during the summer term just as in any other term, and the summer students are given every advantage that the fall and winter students have.

The work given in the summer is, in every case, one term's work of a regular course offered by the school. Credits are given for the completion of any term, and three terms constitute a year's work in any course. Every course counts toward the school's diploma or certificate.

Two new courses are now offered by the school, one for those who have received the diploma of the school and the other for those who have completed either one of the one-year courses. Special lessons in voice have been given in the past summer terms. This will be continued and special lessons in piano will be given next summer. Classes will be maintained in the Model School for work in observation and critique.

The summer term for this year begins June 15, and closes August 7.

The Spice of School Life

One of the pupils in the Model School thought the "nectar" of the gods was just a queer way of spelling necktie.

Another one thought a man's "future" meant his eyes, nose and mouth.

To one little boy the stage has illusions. After the rehearsal of "Hiawatha," he asked: "Who's going to be Minnehaha in the real play? She died today."

Student-teacher in the third grade of the Model School: "Now, William, you know what a pencil is; make a sentence with pencil in it."
"William: "I was born in Pennsylvania."

Teacher, trying to teach the exclamation point: "Sam, suppose you are frightened and say 'O!' what kind of point would you use?"
Sam (in earnest): "I wouldn't use any point, I'd use my legs."

What is a "pizer poast?" It recently appeared in a theme which contained a description of a house.

Why isn't the wife of Rip Van Winkle called "Mrs. R. V. Winkle," as one girl called that long suffering dame in a written report?

The *Baltimore News* gives the following quaintly humorous answers made recently in the Friends' School annual information test by the students in the High School, and the upper class of the Intermediate Department:
"Sir Isaac Newton invented moving pictures, while the Three R's are Rome, Romanism and Rebellion."
That "Tommy Atkins" is a baseball pitcher of great renown was the decision of a number of lads, who knew more baseball than English nomenclature, while the girl who declared that "Kitchener" was "some kind of an Englishman" was perhaps nearer the truth than she suspected—as was also the boy who declared that the "Maid of Orleans" referred to some sort of molasses candy.
Perhaps the biggest hit in its way was the reply that the German "Busy Bertha" meant "one who meddles in others' affairs"—an undeniable assertion that has a grim, unconscious humor all its own, while Billy Sunday, described as "The Scourge of God," will probably feel flattered. The Eternal City, denoted as "Hagerstown on Sunday," is pure humor hard to beat, unless it is surpassed by the answer that Dr. Cook invented the North Pole, but Peary discovered it.